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ABSTRACT

Beginning with a brief project report, this curriculum guide is intended to enable teachers to work effectively with Adult Performance Level (APL) programs. The manual (1) clarifies the concept of APL, (2) describes the APL-ABE (Adult Basic Education) curriculum at Florida Junior College (FJC), (3) provides examples of effective lesson plans for APL-ABE, and (4) identifies useful APL materials and resources. Chapters 1-4 briefly introduce APL, discuss its history and philosophy, and describe successful ABE and APL-ABE teachers. Topics in chapter 5 on the APL-ABE curriculum include fundamental concepts, general framework of APL description of competency, basic skills as described by ABE, knowledge-areas as described by APL, and APL-ABE materials and resources. Chapters 6 and 7 describe two programs in the APL-ABE program at FJC--reading and English as a Second Language--including purpose, successful teacher characteristics, materials, and curriculum. In chapter 8 planning is described in terms of defining intermediate and enabling objectives (end behaviors and learning steps) for each general objective, making lesson plans for specific classroom tasks, and testing. Fifteen lesson plans (three from each knowledge area) and tests for knowledge areas are provided as examples. The final chapter (9) provides useful professional information: local resources (agencies and publications) in APL life areas, publishers of ABE materials, APL-ABE bibliography, and audiovisual materials. (YIB)

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APL

ADULT PERFORMANCE LEVEL CURRICULUM HANDBOOK

- Occupational Knowledge
- Consumer Economics
- Health and Safety
- Government and Law
- Community Resources

Developed and written
by
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FINAL REPORT
309 PROJECT, 1978

I. PROJECT ABSTRACT:

This was a 309 Project, a Curriculum for APL in Adult Basic Education. The OBJECTIVES and PROCEDURES, as described in 1977, were as follows:

Objectives

1. To establish a new performance based curricular foundations for Adult Basic Education in Duval County.
2. To develop instructional modules for Adult Basic Education instructors based on the task identified by the APL Study.

Procedures

1. The Adult Performance Level Study Research findings will be adapted as a structure for competency-based, community resources oriented and relevant curriculum for Adult Basic Education.
2. A task force of experienced adult educators, teachers, counselors, and representatives from community agencies will be formed and tasked to work with the Director of the county Adult Basic Education Project, existing instructional staff, and other community resource agencies to develop modules.

II. ACCOMPLISHMENTS:

The procedures described above were followed, and the objectives stated above were achieved.

An ABE Adult Performance Level Curriculum Handbook (including instructional modules) has been designed, field-tested, evaluated, slightly revised and printed. (From September 1978, ABE instruction in Duval County will be based on that Curriculum Guide.)

See Attachment "A", Table of Contents for the Curriculum Handbook.

III. TARGET POPULATION SERVED:

The group served is more than 2,000 ABE students of Duval County now enrolled, as well as future ABE students. The ABE students of FJC are a significant and growing segment of the approximately 150,000 functionally illiterate adults in Duval County.

IV. METHODOLOGY AND OPERATION (described chronologically):

A. A committee of two (at first, three) experienced adult educators (part-time on this Project, and part-time ABE teachers) (1) thoroughly studied the APL Texas Project (its lists of objectives for competency in five (5) life-areas; its tests, findings and revisions) as well as other APL Projects and materials; (2) surveyed the existing ABE program of Duval County with respect to its present relationship to APL objectives and tests; (3) by personal contact, surveyed local service agencies

as to resources (in personnel and material) for APL-ABE Education, and collected and catalogued pertinent materials; (4) combined the findings of those three lines of research, in an APL-ABE Curriculum Guidebook.

B. Under the direction of the ABE Director, the Curriculum was distributed among a team of pilot teachers in ABE (including the two on the committee) and was field-tested and evaluated by that team.

C. In accordance with that evaluation, the committee of two revised and completed the Handbook.

D. Under the direction of the ABE Director, the revised Guidebook was printed (contents, See Attachment "A")--ready for implementation in ABE in the autumn of 1978.

V and VI. EVALUATION AND DISSEMINATION PROCEDURES REVIEW:

Several meetings were scheduled with twelve (12) area ABE coordinators and ten (10) ABE teachers in order to collect input for the APL/ABE Curriculum Guidebook. From the input received, priorities and objectives were outlined and developed as to the content that was to be of importance in developing an effective Curriculum Guide.

From these suggestions/recommendations a table of contents, listing the necessary topics to be discussed was established.

Dr. Mildred Harding and Ms. Claire Thomas were assigned the task of developing a guidebook to be used by the ABE instructors/coordinators for field-testing purposes.

The APL/ABE Guidebook was developed in the Spring of 1978 and field-tested by the instructors/coordinators. Results of the field-testing were discussed once again in meetings scheduled including the instructors, coordinators and curriculum writers.

The results of the field-testing made apparent the need to revise the Guidebook in order to clarify and define thoroughly the objectives of the booklet.

A final revision of the guidebook was completed in the Summer of 1978 and the final product (see enclosed) is to be distributed to the instructors/coordinators for use as a curriculum guidebook/teaching instrument in the APL/ABE Program.

VII. FINDINGS:

A. In Duval County (as the existing ABE program and many service agencies are aware) the urgent needs of many thousands of adults for competency in the complexities of ordinary, competitive daily life correspond closely to the critical needs disclosed on a national scale by the APL Texas Study.

B. The APL conceptual framework and APL materials are potentially extremely useful to educators striving to meet those needs and should be particularly useful in Duval County, for the philosophy and methods of the present ABE program in Duval County and of many local service agencies, as well as the considerable cooperation between ABE and those agencies, have already created in this community a congenial setting for APL education.

C. The ESL Program (a part of ABE at Florida Junior College, but with its own special nature and needs) proved to be particularly responsive to APL instructional materials and methods.

D. Constructive use of APL concepts and materials in Duval County depends upon several factors: e.g., (1) critical study of complex, mushrooming APL materials, and realistic simplification and adaptation of APL to the local situation; (2) effective orientation and support of ABE teachers working in an APL-ABE curriculum.

VIII. CONCLUSIONS:

If the ABE teachers are effectively informed, trained, and supported in their participation in APL-ABE, the new APL-ABE curriculum for Duval County (produced in this Project) should inspire and significantly strengthen the ABE teachers in their efforts to lead their students to competency in all areas of their daily lives.

IX. RECOMMENDATIONS:

Provision should be made immediately for:

- (1) continuing research in APL for ABE (including ESL);
- (2) informing, training and supporting ABE teachers in the APL-ABE program;
- (3) selecting and ordering suitable APL instructional materials (printed and audio-visual);
- (4) continuing to evaluate and revise this APL-ABE Curriculum.

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Reading Program
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APL-ABE at FJC**

Adult Performance
Level
in
Adult Basic
Education
A Curriculum Guide

FLORIDA JUNIOR COLLEGE AT JACKSONVILLE
JACKSONVILLE, FLORIDA
1978

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PREFACE

This Curriculum Guidebook for APL (Adult Performance Level) in Adult Basic Education in Duval County was supported by a 309 Grant from the Florida State Adult Education Session. The project was administered from 1976 to 1977 by Mr. Isiah James, then Director of Adult Basic Education at Florida Junior College at Jacksonville, and from 1977 to 1978 by Dr. Elizabeth M. Cobb, Dean of General Studies, Florida Junior College, Downtown Campus.

The Guidebook was primarily the work of a committee of two part-time teachers in Adult Basic Education at Florida Junior College, Downtown Campus: Dr. Mildred Harding and Mrs. Claire Thomas. In the early months the committee also included Ms. Elizabeth Jasmine, social worker and retired educator.

The authors wish to acknowledge gratefully the cooperation of Adult Basic Education administrators and teachers in the field-testing and evaluating of this curriculum, Spring, 1978: Robert Wofford, Director of Adult Basic Education, North Campus; Melvin Selaskey, Administrative Assistant; Adult Basic Education Coordinators, namely, Mr. Alfred Benefield, Ms. Ernestine Cox, Dr. Lorraine Daniels, Mr. Monsolee Davis, Dr. Annette Espy, Dr. Brigitte Gardner, Mr. William Harper, Mr. W. E. Henderson, Mr. Silas Jones, Ms. Aldonia Joyner, Ms. Annie

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This Curriculum Guidebook is not dogmatic or final. As its name indicates, it is advisory and tentative. Adult Basic Education teachers and administrators should use it critically and should revise it continually. The blank pages provided at the end for "Notes" should facilitate that continual revision.

Mildred Harding
Claire Thomas

CHAPTER I

INTRODUCTION: PURPOSE OF THIS MANUAL

The purpose of this manual is to enable teachers to work effectively and happily in "APL" Adult Basic Education...particularly in this challenging, newly designed APL-ABE Program at Florida Junior College in Jacksonville.

But what is "APL"? What is APL-ABE? And what is involved in teaching successfully in APL-ABE at Florida Junior College in Jacksonville?

In an endeavor to answer those questions, this guidebook strives

1. to clarify the concept of APL;
2. to describe the APL-ABE curriculum at FJC and to give the teacher some direction in it;
3. to provide examples of effective lesson-plans for APL-ABE;
4. to identify useful APL materials and resources.

It is hoped that, with the assistance offered in the following pages, the ABE teacher will be able to work successfully in the APL-ABE Program at Florida Junior College in Jacksonville.

CHAPTER II

HISTORY OF APL (ADULT PERFORMANCE LEVEL): THE APL TEXAS-STUDY AND FLORIDA JUNIOR COLLEGE

A. THE APL TEXAS-STUDY. The research project now widely known as the APL Texas-Study, which was funded by the U.S. Office of Education, was conducted over a period of four years in the early 1970's by Dr. Norvell Northcutt and others of the University of Texas (Austin).

The Texas-Study not only revealed an alarming crisis in adult education throughout the nation, but also provided valuable guidelines and materials for dealing with that crisis.

Procedure. In the Texas-Study, Northcutt and his associates described five areas of life in which the adult should be able to function effectively: Occupation; Consumer Economics; Health and Safety; Government and Law; and Community Resources. Simultaneously they focused on five skills important for successful living in today's society: Identification of Facts and Terms; Reading; Writing; Computing and Problem Solving. Then, having analyzed the special competencies necessary for effective functioning in each of the five knowledge-areas, they tested a large sample of the national adult population for those competencies.

Findings. Results of the tests showed that over 23 million American adults (1 out of 5) cannot read, write, or compute well enough to function effectively in today's world, and that 40 million more have just the minimal skills necessary for survival.

Available Aid. The objective-based assessment program developed by the Texas Project (Adult Performance Level/Scope and Sequence Charts, University of Texas, 1975; revised 1977) can be extremely helpful to educators throughout the country who are striving to analyze and to respond to the educational needs of their students.

B. NATIONAL REACTION. The widely publicized evidence of large-scale "functional incompetence" in our adult population has aroused grave concern. And no wonder! For everyone knows that a "functionally competent" adult population is necessary for the well-being of any community, particularly of a democracy.

Naturally, therefore, the APL Texas-Study has sparked interesting reactions among educators--especially in Adult Basic Education.

Stimulated by the Texas-Study, educators throughout the country are reevaluating and modifying curricula, methods, and materials, developing their own APL programs in Adult Basic Education. Educational publishers are creating both printed and audio-visual instructional materials for APL programs. "APL" conferences and seminars are attracting enthusiastic participants. The APL bibliography is growing fast (See IX,C).

C. RESPONSE AT FJC. The ABE Program at Florida Junior College in Jacksonville is in the vanguard of this important APL reform-movement.

It recognizes that the educational level of adults in this particular urban area corresponds closely to the low level described in the Texas-Study. Indeed, it is aware that the literacy level in Duval County is probably lower than the national average. In Duval County there are more than 69,000 illiterate adults; 13,400 citizens with less than a high school education; and at least 60,000 unemployed persons between the ages of 17 and 50, many of whom are jobless because they lack adequate education or training.

ABE administrators and faculty at FJC, therefore, have been inspired by the Texas-Study and other APL studies to re-assess and modify the local ABE Program in the light of the latest APL information, concepts, and materials. The present handbook is the result of that effort in research, re-assessment and modification.

CHAPTER III

PHILOSOPHY OF THE APL-ABE PROGRAM AT FLORIDA JUNIOR COLLEGE

A. BELIEFS BASIC TO ABE AT FJC. The following beliefs about education and life have been--and still are--fundamental to the ABE Program at FJC:

1. To succeed or even to survive in today's competitive, "print-based" society, every adult must be able to apply basic skills (verbal, numerical, problem-solving) to everyday situations.

2. Whatever the level of a person's knowledge and "coping skills," the key to a person's security and success lies within himself--in a healthy view of himself and others, a healthy way of responding to life.

3. Those two sets of essentials for individual (and national) well being are reciprocal. That is, "coping knowledge" usually leads to self-esteem, self-motivation, and harmonious social interaction; and those healthy personal and social qualities usually lead to coping knowledge.

4. In a democracy, the public educational institutions owe to the individual

of ANY AGE the opportunity to grow in both sets of essential qualifications for effective living. That is, they owe him the opportunity to acquire "coping knowledge" in a system that fosters his self-respect and self-direction and his harmonious relationship to others.

B. FJC'S COMMITMENT IN APL-ABE. Re-confirming those beliefs and re-assessing the ABE curriculum in the light of the APL studies, the ABE Program of FJC has designed--and described in this manual--an APL-ABE Program which is committed ANEW to fundamental, practical, personalized education for self-directed and successful living in today's complex, and "print-based" society.

CHAPTER IV

THE SUCCESSFUL TEACHER IN APL-ABE

In the APL-ABE Program in Jacksonville, the effective APL-ABE teacher is the successful ABE teacher with APL added! He (or she) is, in other words, a successful ABE teacher who effectively incorporates APL concepts and materials into his (or her) teaching.

A. THE SUCCESSFUL TEACHER IN ABE. With or without the new emphasis on APL, this critically important field of Adult Basic Education makes particular demands upon its teachers (and, incidentally, offers corresponding satisfactions).

Not every teacher can teach successfully in ABE. Even the experienced, successful teacher of children and young adolescents may be unsuccessful in ABE. So, too, the experienced, successful teacher of fairly well educated adults may be unsuccessful in ABE. Fortunately, however, many teachers who are at first unsuccessful in ABE can learn to teach there successfully.

Surely, good teachers in ANY situation--including ABE--have (to a reasonable degree) such fundamental qualifications as the following: intelligence, knowledge of their subject matter, training in psychology and in educational methods, patience, interest in their students, enthusiasm, warmth, tact, and the ability to

communicate.

Given all or most of those qualifications, what else, or what in particular is required for successful teaching in ABE?

The answer lies in the characteristics and needs of the ABE students themselves. To succeed in ABE, a teacher must have the qualifications required by the particular characteristics and needs of ADULTS WITH LIMITED EDUCATIONAL SKILLS.

What are some of these particular characteristics and needs? In the first place, as ADULT STUDENTS they differ from younger students in significant ways, for example:

1. They require a longer time to perform learning tasks.
2. They are impatient to learn; are less tolerant of "busy work"; must see the purpose of what they are doing.
3. They require more favorable classroom conditions, e.g., better light.
4. They remember isolated facts less efficiently.
5. They need honest reinforcement for successful efforts.
6. They have other responsibilities which compete for their time.
7. Their school attendance is voluntary; consequently, they enter and leave the program intermittently.

8. They readily relate new facts to their own experience--a characteristic which sometimes advances, sometimes impedes their progress.
9. They are likely to be more rigid in their thinking.

Secondly, as adult students WITH LIMITED EDUCATIONAL SKILLS they differ significantly from other adult students. For example,

1. Their lives tend to be organized around immediate needs.
2. They tend to have a relatively low self-concept.
3. They tend to resist teaching efforts.
4. They do not readily take the responsibility for their own education.

Clearly, in order to succeed in ABE, a teacher must have the special qualifications required by THE ABE STUDENTS.

What, then, are those necessary qualifications of successful ABE teachers? In general,

1. They appreciate each student as a person--his (her) special qualities, background, and needs.
2. They see the learning process as proceeding toward self-education: that is, toward self-directed growth in which the student advances toward his objectives according to his own powers, needs, and desires.

3. They see the teacher's role as that of a catalyst, connector, and guide in advancing that self-education of the student...and they adapt their teaching to that role.

More specifically, the personal qualifications of good ABE teachers may be listed as follows: ABE teachers should be:

- | | |
|------------------|----------------|
| 1. Patient | 8. Creative |
| 2. Versatile | 9. Perceptive |
| 3. Analytical | 10. Flexible |
| 4. Humorous | 11. Respectful |
| 5. Optimistic | 12. Tactful |
| 6. Understanding | 13. Courteous |
| 7. Philosophical | |

As for their educational and social background, ABE teachers should have:

1. Academic training in more than one subject for classroom teaching (English, mathematics, history, sociology, etc.), as well as training in psychology and educational methods.
2. Considerable work experience not only in teaching but also in non-academic work (such as social work).
3. Considerable acquaintance with social agencies and other organizations potentially helpful to the ABE students.

B. THE SUCCESSFUL TEACHER IN APL-ABE. The teacher who succeeds in an APL-ABE Program (as was stated earlier) is a successful ABE teacher--one with the qualities just described--who effectively incorporates APL concepts and materials into his (or her) teaching.

Before a thoughtful teacher tries to incorporate APL--indeed before he even declares himself willing to do so--he will surely ask: (1) What would "incorporating APL" require of me? and (2) Would I be able to do it effectively?

To the first of those questions--what does APL require of the APL teacher?--a realistic answer is as follows:

1. Study. The teacher will have to study the APL competency-based curriculum, grasp the basic principles, and become familiar with the methods and materials.
2. Planning. The teacher will have to plan daily lessons carefully, in line with APL objectives and materials.
3. Communication. The teacher will have to be in close touch with the helpful local resources (agencies, individuals, and materials) in the five knowledge-areas.

To the second question--would the busy teacher be able to do that "study, planning, and communicating" which the APL modification requires?--this manual answers "Yes, of course!" For this book puts in the teacher's hands, in brief and convenient form, the materials that are essential for that APL study, planning, and communication.

Given the assistance of this book, and of many resources to which this book points, what sort of ABE

teacher will be particularly effective and happy in an APL-ABE Program? The answer is probably a double one: (1) teachers who are particularly concerned about the crisis in American education which the APL Texas-Study so forcefully demonstrated; and (2) teachers who are particularly flexible and creative people.

CHAPTER V

THE APL-ABE CURRICULUM

A. FUNDAMENTAL CONCEPTS

The Interweaving of Skills and Knowledge-Areas. The essential characteristics of the APL-ABE curriculum--as of the APL testing program--is the interweaving of Knowledge-Areas and Basic Skills.

That interweaving--a "Matrix" of Basic Skills and Knowledge-Areas--is illustrated in the following charts (APL Project, University of Texas). Both charts give examples of specific tasks performance of which is needed for "functional competency" as measured by the APL tests. That is, they give examples of the application of the basic skills to specific situations in each of the five Knowledge-Areas designated by the APL Texas-Study.

CONTENT AREAS → SKILLS ↓	COMMUNITY RESOURCES	OCCUPATIONAL KNOWLEDGE	CONSUMER EDUCATION	HEALTH	GOVERNMENT AND LAW
IDENTIFICATION OF FACTS AND TERMS	Knowing what a time zone is	Knowing what skills are needed for clerical jobs	Knowing what "bait and switch" is	Knowing what the normal human temper- ature is	Knowing what the Bill of Rights says
READING	Reading a bus schedule	Reading a want ad	Reading a contract	Reading a prescription label	Reading a ballot
WRITING	Writing a letter to make hotel reservations	Filling out a W-4 Form	Filing a consumer complaint	Answering a medical questionnaire	Writing a letter to a legislator
COMPUTATION	Computing a plane fare	Computing overtime earnings	Finding the best buy	Computing a daily dosage	Computing a statute of limitations
PROBLEM SOLVING	Determining where to go for help with a problem	Deciding what to say to a bothersome co-worker	Deciding which of two decisions is better in economic terms	Deciding which meal is best, given a set of preconditions	Determining whether a given situation or action is legal

Consumer
Economics

Occupational
Knowledge

Health

Community
Resources

Government
And Law

READING

READING A
NEWSPAPER
GROCERY AD

READING A
HELP WANTED
AD

READING THE
LABEL ON A
MEDICINE

READING A
BUS SCHEDULE

READING
ABOUT

WRITING

WRITING A
SHOPPING
LIST

COMPLETING A
JOB APPLICATION

WRITING
A MENU

COMPLETING
AN APPLICATION
FOR COMMUNITY
SERVICE

WRITING
TO YOUR
CONGRESS-
MAN

SPEAKING,
LISTENING,
VIEWING

SPEAKING TO
A GROCERY
STORE CLERK

LISTENING TO
AN EMPLOYER
ABOUT A
JOB

LISTENING
TO A
DOCTOR'S
DIRECTIONS

USING THE
TELEPHONE

DESCRIBING
AN ACCIDENT

COMPUTA-
TION

CALCULATING
COSTS AT THE
GROCERY
STORE

CALCULATING
THE AMOUNT
DEDUCTED FROM
PAYCHECK

HOW MANY
TIMES A DAY
TO TAKE A
MEDICINE

CALCULATING
TIME TO TRAVEL
A DISTANCE

CALCULATING
THE COST
OF A SPEED-
ING TICKET

PROBELM
SOLVING

DECIDING
WHICH BRAND
TO BUY

DECIDING
WHICH JOBS
SUIT YOU

DECIDING
WHEN TO
CALL A
DOCTOR

USING A STAMP
MACHINE IN
POST OFFICE

DECIDING ON
WHICH CAN-
DIDATE TO
VOTE FOR

INTER-
PERSONAL
RELATIONS

RELATING
TO A SALES
CLERK

BEING SUCCESS-
FUL IN A
JOB INTERVIEW

INTERACTING
WITH HOSPI-
TAL
PERSONNEL

ASKING
QUESTIONS

INTERACTING
WITH POLICE
SUCCESSFULLY

Definition of Basic Skills. Among APL programs and publications, the lists of basic skills vary slightly. The APL-ABE Program at FJC considers the basic skills to be the following: Reading (including Identification of Facts and Terms); Writing; Listening; Speaking; Viewing (of media); Computation; Problem Solving; and Human Relationships.

Definition of Knowledge-Areas. According to the APL Texas-Study and other APL studies, the five major areas in which adults need functional competency are as follows: Occupational Knowledge; Consumer Economics; Health and Safety; Government and Law; and Community Resources.

Individualization and Levels. Upon his entrance into the APL-ABE Program at FJC, each student begins work at a level suitable for him. He advances at his own rate. And at every stage he deals with materials and situations pertinent to his particular needs and objectives.

The level is ascertained by a combination of traditional ABE tests and new APL tests.

Sometimes a student is unaware of certain important needs. Then it is the teacher's responsibility to lead that student to awareness...but without forcing unwelcomed lessons upon him.

B. GENERAL FRAMEWORK OF APL DESCRIPTION OF COMPETENCY. The APL description of competency (a description adopted by ABE at FJC) is organized by the

five general Knowledge-Areas. Within each of those areas, requirements are described in three successive levels of specificity (the descriptive terms differing slightly in the revised Scope and Sequence Charts, 1977).

1. A Goal Statement, that is, a broad description of capability which the functionally competent adult should possess for that particular knowledge area.

2. Intermediate Objectives, the fundamental building blocks of the APL description of competency (revised term, "End Behavior"), that is, fairly specific competencies required (in different degrees of mastery depending on the adult's milieu) for achieving the stated goal.

3. Tasks, that is, enabling objectives, or very specific situational activities (revised term, "Learning Steps"), success in which demonstrates mastery of an intermediate objective.

The APL tests give the student the opportunity actually to perform necessary tasks in the designated Knowledge-Areas.

Later in this book, the reader is given specific lists of these Goals and Intermediate Objectives (V, D) examples of Specific Tasks (VIII,B), and samples of APL tests (VIII,C).

C. BASIC SKILLS: GENERAL OBJECTIVES (AS DESCRIBED TRADITIONALLY IN ABE). The teacher in this APL-ABE curriculum of Duval County is urged to keep in mind not only the APL description of skills-objectives

in Knowledge-Areas, but also a sound set of objectives stated (in traditional ABE fashion) in terms of Basic Skills. These traditional ABE OBJECTIVES, which may be described as follows, are by no means displaced by APL objectives, but are still valid and fundamental:

Reading: to enable the student to locate, comprehend, interpret and criticize, as thoroughly and readily as possible, a wide variety of useful materials, including ads, booklets, direction, schedules, contracts, forms, and other printed matter in all areas of life (including APL categories).

Writing and Language Arts (Spelling, Punctuation, Organization, etc.): to enable the student to write as correctly, effectively, and easily as possible not only the brief information commonly required of him (notes, application forms, etc.), but also longer statements of information and ideas--that is, to express himself satisfactorily in writing (particularly in the APL situations).

Listening: to enable the student, as far as possible for him, to hear, to comprehend, and to think critically about a wide variety of oral communication, both personal and electronic (including oral communication in all the APL areas).

Speaking: to enable the student to express himself in speech fairly effectively and easily in a wide variety of situations (including all the APL situations).

Viewing Media: to enable the student to watch and listen to audio-visual material effectively and with discrimination, and to respond in the form of summary and critical reaction.

Computation: to enable the student in a wide variety of situations (including all the APL areas) to read and comprehend numbers and simple and numerical geometric symbols, especially monetary ones; to write, with comprehension, the numbers and the numerical and geometric symbols that are useful to him; to convert common numerical symbols into equivalent ones; and to compute amounts and relationships, especially monetary ones, with reasonable accuracy and ease (adding, subtracting, multiplying, dividing, figuring percentages and fractions.)

Problem Solving: to enable the student, amid the many practical problems common to his daily life (including the APL areas), to think realistically and clearly about and THROUGH the problems, and to find solutions.

Psychological and Social Skills: to enable the student to achieve and maintain a healthy view of himself and others and a healthy way of dealing with human relationships (including those in all the APL areas).

D. KNOWLEDGE-AREAS: GOALS AND OBJECTIVES
(AS DESCRIBED BY APL). The general Goals within the five knowledge-areas, as those goals are described by

APL, are as follows:

1. Occupational Knowledge: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interest.
2. Consumer Economics: To manage a family economy and to demonstrate an awareness of sound purchasing principles.
3. Health and Safety: To insure good mental and physical health for the individual and his family.
4. Government and Law: To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.
5. Community Resources: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

The Intermediate Objectives (accomplishment of which leads to the Goals) within the five knowledge-areas, as those intermediate objectives are described by APL, are as follows (the revised list, 1977, is shorter, totaling 41 "teaching units"):

CONSUMER ECONOMICS

Goal: To manage a family economy and to demonstrate an awareness of sound purchasing principles.

Objectives:

1. To build an oral and written consumer economics vocabulary.
2. To be able to count and convert coins and currency, and to convert weights and measures using measurement tables and mathematical operations.
3. To understand the concepts of sales and income tax.
4. To be aware of the basic principles of money management, including knowing the basics of consumer decision-making.
- 5a. To use catalogs to select goods and services.
- 5b. To use consumer guides to select goods and services.
6. To be aware of factors which affect costs of goods and to be aware of the relationship of price to quality among brand names, and between "first" and "seconds" and to be able to substitute economy for quality according to individual needs.
7. To know the various methods by which goods are packaged and to know which methods are most cost effective in terms of quality and storage.

8. To be able to take advantage of sales by knowing where to find them, by planning for their eventuality, and by being able to determine which are of worth to the individual.
9. To be aware of advertising practices, and to recognize appropriate and inappropriate forms of selling and advertising.
10. To know how to order food and to tip in a restaurant.
11. To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.
12. To determine housing needs and to know how to obtain housing and utilities based on those needs.
13. To know how to buy and maintain a car economically.
14. To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.
15. To know the various media of exchange and to be familiar with banking services in the community.

16. To develop an understanding of credit systems.
17. To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and his family.
18. To know resources available to the consumer in the face of misleading and/or fraudulent product/service claims or tactics.
19. To understand the implications of consumption vis-a-vis finite world resources and to recognize that each individual's pattern of consumption influences the general welfare.

OCCUPATIONAL KNOWLEDGE

Goal: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interest.

Objectives:

1. To build a working vocabulary related to the materials and situations of the occupational experience.
2. To identify sources of information (e.g., radio broadcasts, newspapers, etc.) which may lead to employment.
3. To define occupational categories in terms of the education and job experience required and to know the minimum requirements of given occupations.

4. To be aware of vocational testing and counseling methods which help prospective employees recognize job interests and qualifications.
5. To understand the differences among commercial employment agencies, government employment agencies, and private employers.
6. To prepare for job applications and interviews.
7. To know standards of behavior for various types of employment.
8. To know attributes and skills which may lead to promotion.
9. To know the financial and legal aspects of employment.

HEALTH

Goal: To insure good mental and physical health for the individual and his family.

Objectives:

1. To develop a working vocabulary related to health, especially as it relates to basic medical and physiological terminology, for accurate reporting of symptoms and following a doctor's directions in applying treatment.
2. To understand how basic safety measures can prevent accidents and injuries and to

recognize potential hazards, especially as such hazards are related to home and occupational safety.

3. To know medical and health services available in the community.
4. To understand the importance of family planning, its physical and psychological, financial and religious implications, and to have knowledge of both effective and ineffective methods of birth control.
5. To understand the physical and psychological influences of pregnancy as well as the need for proper prenatal care.
6. To understand general child rearing practices and procedures for guarding the health and safety of a child and to apply proper action in accordance with need and resources.
7. To understand the special health needs and concerns of the adolescent (and his parents) and to become acquainted with some ways to ease their transition from childhood to adulthood.
8. To understand what contributes to good mental and physical health and to apply this understanding toward preventative care and health maintenance.
9. To understand the interaction of self with small groups (family, work, club,

class) and to use this understanding to promote effective coping skills.

10. To be able to apply first aid in emergencies and to inform proper authorities of sudden illnesses, various accidents or natural disasters.
11. To plan for health or medical insurance and to be aware of available financial assistance for medical or health problems.
12. To understand what constitutes a proper diet and to plan meals according to individual needs and resources.
13. To understand federal control of various drugs and items for health protection and to understand how public reaction influences this control.

GOVERNMENT AND LAW

Goal: To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.

Objectives:

1. To develop a working vocabulary related to government and law.
- 2-3. To develop an understanding of the structure and functioning of the federal government; to investigate the relation-

ship between the individual citizen and the government.

4. To understand the relationship between the individual and the legal system.
5. To obtain a working knowledge of the various legal documents which the individual will need as a member of society.
6. To explore the relationship between government services and the American tax system.

COMMUNITY RESOURCES

Goal: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

Objectives:

1. To build an oral and written vocabulary pertaining to community resources.
- 2-3. To know the types of community services provided for members of society including the purpose of and how to gain access to these services.
4. To understand how and when to apply for community services, such as Social Security or Medicare.
5. To know various recreational services available in the community.
6. To be able to utilize information services in the community.

7. To be aware of the people and agencies in the community whose job it is to register and act upon citizen complaints.
8. To build an oral and written vocabulary of transportation terms, including car insurance terms.
9. To be able to recognize and utilize signs related to transportation needs.
10. To develop a familiarity with transportation schedules, and to calculate fares.
11. To be able to find and utilize information facilities related to transportation.
12. To learn the use of maps relating to travel needs.
13. To recognize time zone boundaries and understand concept of daylight savings time.
14. To request information on and make verbal and written travel and overnight accommodations/reservations.
15. To conceptualize the relationship between transportation and public problems.
16. To understand driving regulations including safety, courtesy, and rules such as driver's license, car license, etc.

E. GENERAL NATURE OF MATERIALS AND RESOURCES

IN APL-ABE. The teacher in APL-ABE should be acquainted with a wide range of instructional and evaluative

materials and resources--not only printed and audio-visual materials, but agencies and individuals as well. From all those materials and resources he should carefully select those most appropriate to his teaching situation: that is, those that are appropriate to the budget, to the classroom schedule and facilities, and--especially--to the needs and objectives of his particular students.

In the APL-ABE Program at FJC, the materials and resources used in the classroom reflect the objectives as defined above (V,C and D). They reflect, that is, not only the objectives as newly described by APL, but also the objectives traditionally described in ABE.

These APL-ABE materials and resources (which are listed in Chapter IX) may be classified as follows:

1. ABE materials--both printed and audio-visual--especially those slanted toward practical, everyday life. Whether organized on APL lines or not, many sound and up-to-date ABE materials are generally known to be effective in the teaching of both basic skills and useful "content" knowledge. Such ABE materials are still essential to the APL-ABE Program.

Examples of such materials are the textbooks, workbooks, and supplementary readings published by Steck-Vaughn SRA

(Science Research Associates), Grolier Association, New Readers Press (the Laubach books), Cambridge Press, Appleton-Century Crofts, Prentice-Hall, McGraw Hill, Relevant Productions, Inc., and others.

Useful and easily available tests for ABE are the following: (1) the GED Performance Index; (2) the TABE tests (tests on Adult Basic Education); (3) the ABLE tests (Adult Basic Learning Examination) and (4) the IRPI tests (Individual Reading Placement Inventory, Form A).

Further details about these tests, as well as a list of ABE materials now in use at FJC are given in the latest ABE Handbook... and so are not given in the present manual.

2. APL materials--both printed and audio-visual--designed specifically according to APL knowledge-areas and APL descriptions of competency. Modules of specific lesson plans in all five knowledge-areas, developed by APL projects in several public universities and by several state departments of education, have been published for general use: e.g., at the University of Texas, Austin (under Dr. Norvell Northcutt); at Auburn University (under Dr. Harry Frank);

in the Providence Rhode Island Adult Education Department (under Dr. Mary C. Mulvey).

Innovative textbooks, workbooks, and audio-visual materials organized according to the APL descriptions of competency are now being offered by Jodor Publications, Cambridge Press, Relevant Productions, P.A.R. (Publications for Achievements in Reading), and other publishers.

Central to the APL materials are the APL tests. These tests (as mentioned earlier) give the student the opportunity actually to perform necessary tasks in the designated knowledge-areas. The APL tests are invaluable for pre-testing and post-testing and for planning of curriculum and specific lessons.

The Texas Short-Form Test, which deals with all five knowledge-areas, is an excellent model on the basis of which local programs may write their own APL tests.

A sample of the Texas Short-Form APL Test and samples of APL tests in specific knowledge-areas are provided in Chapter VIII.)

3. Local Resources, Both Printed and Personal:
Printed Materials. Local maps, application forms, newspapers, advertisements, bus schedules, telephone book, driver's manual--that is, materials actually used by adults in their daily lives in the Jacksonville area--are indispensable in APL-ABE. With these materials, the teacher can readily adapt published APL materials to the specific needs of local students.

Many such local materials, of course, the teacher will have in his personal possession. Many others, which have been collected from local agencies, are available in the APL-ABE office at FJC. Still others may be easily acquired (as a rule) by a phone call or a visit to local service agencies in the five content-areas.
(See Chapter IX, A)

Resource Persons. Many local experts in the important (APL) areas of life--Occupation, Consumer Economics, Health and Safety, Government and Law, Community Resources--will gladly come to ABE classes to share their knowledge in lectures, demonstrations, and discussion. This is particularly true of experts employed by

local service agencies, many of which consider such educational contributions an essential part of their work. (See Chapter IX,A)

For information concerning these local resources, the Directory of Community Services (published and distributed by the Crisis Center of Jacksonville) is invaluable.

CHAPTER VI

READING IN THE APL-ABE PROGRAM AT FJC

- A. The Importance and Purpose of the Reading Program
- B. The Effective Reading Teacher
- C. Fundamental Facts and Theories about Reading: The Learning and Teaching of Reading
- D. Materials: Diagnostic and Instructional
- E. Curriculum: Objectives and Activities

A. The Importance and Purpose of the Reading Program. Literacy is essential for effective participation in such a society as ours. A person who cannot read or write is ill equipped to obtain a good job or fulfill his responsibilities at home and in the community. Besides, he is likely to be cut off from many important opportunities for a richer personal life.

Reading, therefore, is at the very heart of the APL-ABE Program at FJC.

The purpose of the Reading Program within APL-ABE at FJC is to enable the student to read effectively the many kinds of written materials he encounters in his daily life--particularly in the APL Knowledge-Areas (Occupation, Consumer Economics, Health and Safety, Government and Law, and Community Resources).

The purpose of this section of the manual is to help the APL-ABE teacher lead his students toward

this competency--that is, this ability to read effectively the many kinds of written materials he encounters in his daily life.

B. The Effective Reading Teacher in APL-ABE at FJC. It is important to emphasize here in connection with reading, a point made earlier about the APL-ABE teacher: Whatever his (or her) former training and experience may have been, the teacher of reading in the APL-ABE Program must assess the particular situation in which he now finds himself and adapt his knowledge, materials, and methods to that situation.

Central to that particular situation are (1) the students themselves, and (2) the classroom conditions or circumstances.

1. The ABE Students. The ABE students are adults. They are experienced in many areas of life, and often creative. They are proud. They are sensitive about their educational deficiencies and need lots of encouragement and approval. Often they are pressed by adult responsibilities. They are usually eager to learn.

The effective teacher will recognize and respect these qualities and will build his (her) teaching on the life experience of the individual student.

2. The Variety of Classroom Conditions. The classroom circumstances vary widely throughout the APL-ABE Program at FJC. They differ according to the neighborhood, the building, the time of day and length

and frequency of class meetings, and the basis and selection of the students. For instance, APL-ABE classes are held not only in regular FJC classrooms, but also in retirement communities, prisons, drug rehabilitation centers, churches, public schools, charitable institutions, hospitals, and elsewhere. In some classes the students are fairly homogeneous in age or in their present condition of life. In others the students are of many ages, backgrounds, and present circumstances. They have a wide range of intelligence, knowledge, and motivation--indeed they may have little in common except their need for Adult Basic Education.

Whatever the setting, facilities, and classroom schedule, the effective teacher will make the best possible use of the given circumstances. Whatever the variety within the student group, the effective teacher will not only deal efficiently with it as a group, but will also be sincerely in touch with each individual student.

C. Fundamental Facts and Theories About Reading: The Learning and Teaching of Reading.

Reading is essentially the decoding of written symbols that represent spoken sounds--for language is essentially sound. True, there are such things as sign language; pictorial, mathematical and geometric "language"; body language; the "language" of music, etc. Nevertheless, the language we are concerned

with here is, essentially, a system of meaningful sound. Hence reading is the decoding of written symbols that stand for meaningful sound.

This decoding process may be described as a process of thinking, evaluation, judging, imagining, reasoning, and problem-solving.

Four steps in that reading process have been identified--perception, comprehension, reaction, and integration--and have been well explained as follows:

Perception is the ability to pronounce the word as a meaningful unit; comprehension is the ability to make individual words construct useful ideas as they are read in context; reaction requires judgement action--feeling about what the author has said--and the final step is the ability to assimilate the idea or concept into one's background of experience so that it is useful as a part of the total experience of the individual. Of course these four steps are completely interdependent in a meaningful use of reading as a tool in the solution of problems.

Given the nature of the reading process, the teacher of reading will lead the students to competency in each aspect of this complex process--perception, comprehension, reaction and integration.

Particularly with adult students, these separate skills can scarcely be taught in sequence. In general, however, certain skills are fundamental, and others must be built upon those basic ones.

D. Materials: Diagnostic and Instructional.
Working within an APL-ABE Program, the teacher of Reading will constantly use in his testing and

instruction the APL objectives and tests that involve reading as a basic skill in all the life-areas. That is--in addition to using whatever traditional word lists, tests, and instructional materials he finds helpful--the Reading teacher in APL-ABE will test the student's comprehension of driver's manual, bus schedules, street signs, medicine labels, classified ads, and other written materials that must be understood for effective daily living...and will lead the student to that competency.

1. Diagnostic Materials. The teacher will probably find the following materials helpful (word lists; articles on testing the student's ability and potential; formulas for determining readability-level of material; a list of other testing materials):

Survival Reading--Signs in Buildings

admitting office	ladies	use other door
adults only	library	us
all services	lost	
apply at office		violators will be
attendant on duty	manager	prosecuted
authorized personnel only	men	visiting hours
cafeteria	next window	waiting room
cash only	no admittance	wanted
cashier	no checks cashed	warning
checks cashed (here)	no credit	watch your coat
closed	no dogs	and hat
customer service	no loitering	watch your step
	no minors	wet paint
dentist	no smoking	women
doctor (Dr.)	no spitting	
do not touch	not responsible for loss	
down	(or damage)	
	nurse	x-ray
elevator		
emergency exit	office	
emergency room	out	
employees only	out of order	
entrance	out to lunch	
escape	open	
exit		
	parcel post	
fallout shelter	pay phone	
fire alarm	private	
fire escape	public telephone	
fire extinguisher	pull	
first aid	push	
for rent		
found	quiet	
general admission	reading room	
general delivery	receptionist	
gentlemen	register at desk	
	registry	
hands off	reservations	
help wanted	restaurant	
high voltage		
	service elevator	
in	shelter	
information	shipping office	
	smoking prohibited	
keep away	step down (up)	
keep closed	superintendent	
keep off		
keep out	teller	
	tickets	

Survival Reading--Labels

antidote	instructions
caution	machine washable
combustible	nonrefillable
contents under pressure	not for internal use
do not freeze	noxious
do not inhale fumes	poison(ous)
do not refreeze	special delivery
do not use near open flame	special handling
dry clean only	store in cool place
flame retardant fabric	take before meals
flammable	take only as directed
fragile	this end up
handle with care	this side up
keep away from children	use before (date)
keep under refrigeration	use in open air

Survival Reading--Signs for Pedestrians

beware the dog	no diving
bus station	no dumping
bus stop	no fires
caution	no fishing
closed	no hunting
condemned	no lifeguard on duty
danger	no touching
deep water	no trespassing
don't walk	no swimming
explosives	off limits
hazardous	pedestrians prohibited
keep away	police station
keep off the grass	polluted
keep out	post no bills
live wire	private property
no agents	safety first
	shallow water
	taxi stand
	thin ice
	trespassers will be prosecuted
	walk

Survival Reading--Signs for Motorists

all-day meters	keep left	school bus
ave.	keep right	school zone
bicycle crossing	lane ends	service entrance
blvd.	last chance for gas	signal ahead
blasting	left lane must turn	slide area
bridge	left	slippery when wet
bridle path	left turn on signal	slow
buses only	left turn advance	slower traffic
cattle crossing	loading zone	keep right
caution	look out for cars	snow emergency
children at play	listen	route
construction (ahead)	mechanic on duty	soft shoulders
curve	merge	speed checked by
danger	merging traffic	radar
dead end	new-cut road	stay in lane
deer crossing	no left turn	steel plate
detour	no parking	steep grade
dim lights	no passing	stop
dip	(in tunnel)	st.
divided highway begins	no right turn	three-way-intersection
divided highway ends	no standing	toll plaza
do not block intersection	no stopping	towaway zone
do not cross	no turns	trucks entering
do not enter	no U-turns	highway
drive slow	not a thru street	truck route
emergency vehicles only	one way	unpaved road
end construction	parking by permit only	use low gear
exact change lane	pavement ends	violators will be
exit	ped x-ing	pros.
falling rocks	playground	visitor parking
fasten seat belt	prevent forest fires	watch for flagman
fog	private road	watch for ice on
flagman ahead	r.r. x-ing	road
four-way stop	railroad	wide load
freeway	ramp speed	winding road
gasoline	rd.	yield (right of way)
gate	rest rooms	
go slow	resume speed	
high voltage	right turn must	
hospital	turn right	
hwy.	right turn only	
icy conditions	road closed	
junction	road ends	
	rte.	

DOLCH BASIC WORD LIST

These 220 words compiled by Dr. Edward W. Dolch make up 50% to 75% of all ordinary reading matter and should be recognized instantly.

<u>PRE-PRIMER</u>	<u>PRIMER</u>	<u>FIRST GRADE</u>	<u>SECOND GRADE</u>
1. a	1. all	1. after	1. always
2. and	2. an	2. again	2. around
3. away	3. are	3. an	3. because
4. big	4. at	4. any	4. been
5. blue	5. are	5. an	5. before
6. can	6. be	6. ask	6. bust
7. come	7. black	7. by	7. both
8. down	8. brown	8. could	8. buy
9. find	9. but	9. every	9. call
10. for	10. came	10. fly	10. cold
11. funny	11. did	11. from	11. does
12. go	12. do	12. give	12. don't
13. help	13. eat	13. going	13. fast
14. here	14. four	14. had	14. first
15. I	15. get	15. has	15. five
16. in	16. good	16. her	16. found
17. is	17. have	17. him	17. gave
18. it	18. he	18. his	18. goes
19. jump	19. into	19. how	19. green
20. little	20. like	20. just	20. its
21. look	21. must	21. know	21. made
22. make	22. news	22. let	22. many
23. me	23. no	23. live	23. off
24. my	24. now	24. may	24. or
25. not	25. on	25. of	25. pull
26. one	26. our	26. old	26. read
27. play	27. out	27. once	27. right
28. red	28. please	28. open	28. sing
29. run	29. pretty	29. over	29. sit
30. said	30. ran	30. put	30. sleep
31. see	31. ride	31. round	31. tall
32. the	32. saw	32. some	32. their
33. three	32. say	33. stop	33. these
34. to	34. she	34. take	34. those
35. two	35. so	35. thank	35. upon
36. up	36. soon	36. them	36. us
37. we	37. that	37. then	37. use
38. where	38. there	38. think	38. very
39. yellow	39. they	39. walk	39. wash
40. you	40. this	40. were	40. which
	41. too	41. when	41. why
	42. under		42. wish
	43. want		43. work
	44. was		44. would
	45. well		45. write
	46. went		46. your
	47. what		
	48. white		
	49. who		
	50. will		
	51. with		
	52. yes		

DOLCH BASIC WORD LIST
(Cont'd.)

THIRD GRADE

1. shout
2. better
3. bring
4. carry
5. clean
6. cut
7. done
8. draw
9. drink
10. eight
11. fall
12. far
13. full
14. got
15. grow
16. hold
17. hot
18. hurt
19. if
20. keep
21. kind
22. laugh
23. light
24. long
25. much
26. myself
27. never
28. only
29. own
30. pick
31. seven
32. shall
33. show
34. six
35. small
36. start
37. ten
38. today
39. together
40. try
41. warn

TESTING THE STUDENT'S READING ABILITY AND POTENTIAL*

As we will see presently, instruction is provided on three different levels which correspond to the eight grade levels of elementary school. However, as every teacher knows, all students in the third grade are not necessarily doing third grade work or third grade reading. A more refined method of classification is required within the broad framework of teaching levels.

A specific assessment of each student's reading ability, present and potential, will help the teacher choose appropriate materials and teaching techniques for each one. This assessment must be made at the beginning of the course so that the individualized instruction can proceed. Those who enter the class at a later time should be evaluated right away. Reassessment of all students should take place at regular intervals (approximately 50 teaching hours) to determine their rate of progress, and to adjust methods and materials to their new level of performance.

Two types of informal tests are recommended for use at the beginning of the program to assess the instructional level (I, II, or III) for placing the student, to determine his potential reading ability at that time, and to assess his present reading ability. A 10 minute word recognition test and a simple oral reading test can be used to determine all of these.

A short word recognition test, consisting of graded lists of words, may be used to determine initial placement in the reading program in the first, second or third reading level. The same test may be used to determine the student's instructional techniques and materials can be selected. The standards for these levels differ somewhat from children to adults, so the adult standards are presented here.

The instructional level will be that level at which the student recognizes most of the words on the word recognition test but fails to recognize or grossly mispronounce a few. In terms of reading, it would mean that he could recognize well over 90 percent of the words in a selection instantly, and could read smoothly with good comprehension and without showing undue stress.

*Ulmer, Curtis, *Teaching the Disadvantaged Adult*. Athens, Georgia: College of Education, University of Georgia, 1968.

He should need help with no more than 5 percent of the words. Errors should be noted but language difficulties (mispronunciations, endings added or omitted, etc.) stemming from cultural deprivation should not be counted in the 5 percent. Some will make the same error on all levels of material and thus would appear to have no instructional level. Here teacher judgement is a vital ingredient in finding the proper instructional level.

At a later date, when the student is adjusted to the ABE Program, he can be retested with graded paragraphs to determine his new instructional level. The student is usually asked to read one paragraph orally and another silently at each grade level of readability. However, initial testing should be done with the word recognition test, because this can be accomplished more quickly and with less anxiety to the student.

The student's *independent reading level* is one grade level below the instructional level. He can recognize over 95% of the words in reading material at this level, can understand it easily, and can read it aloud smoothly. However, habitual mispronunciations, omissions of endings, etc. should not be penalized (but should be corrected).

His *frustration level*, on the other hand, is one grade higher than the instructional level. When reading at the frustration level, the student will hold a book very close to his face, point with his finger to the words, and his voice may either rise in pitch or decrease in volume to a mumble. Material at the student's frustration level is too difficult to handle pleasantly or profitably and should obviously be avoided.

Determination of the student's present potential ("present" because it will increase as his educational progresses), is a most important part of the initial testing program. Using graded paragraphs, the teacher reads to the student in order to find out the highest level of graded reading material he can comprehend orally. That level represents his potential capacity for reading at that time. This assumption is made on the theory that writing is merely printed speech. If a student can understand what is read at a certain grade level, he will presumably be able to read at that level once he has acquired the necessary reading skills,

The use of graded paragraphs to determine a student's capacity to learn to read is preferred over a verbal intelligence test. Intelligence tests tend to be oriented to middle-class vocabulary and knowledge. Besides, they test general information and other capabilities which do not apply to the student's future ability to learn to read.

In the event that a disadvantaged student's present potential level is very low, the teacher should consider helping him raise his ability to comprehend orally. There are two helpful sources which can guide the teacher in providing training in listening: *What Research Says to the Teacher*, and *Listening Aids Through the Grades* (NEA).

Students should be re-tested regularly with standardized silent reading tests which are carefully chosen. Choose a test in which the student's expected score is near the middle range of possible scores, and be alert for the possibility that a student might be a poor reader but a good guesser.

In many states, elementary grade certificates are awarded in part on the basis of a student's achievement on a standardized test. Since the standardized reading test is objective, and its error of over-estimation tends to remain rather constant, it can and should be used for this purpose.

A standardized test should not be used when the adult first enters the program. However, once he has progressed further, he can be tested periodically with standardized tests to determine his progress and his qualifications for a certificate. It is recommended that a test with several forms be chosen so that a different form can be used for each testing period. It is also recommended that the student be given some experience in taking standardized tests before the results are taken seriously. Otherwise a student may be tested on how to take a test rather than on the skill the test is suppose to assess!

DO-IT-YOURSELF: DIAGNOSTIC READING TESTS
(by A. S. Cohen)

DO YOU TEACH FIRST and test later? That's like dispensing medicine before diagnosing an illness.

The teacher's first job is to diagnose needs. First test and then teach, but teach according to the needs which the tests reveal. That way you're sure to meet student's needs - if you've used the right tests. After you've taught, test again to see if needs have been met.

Following are a number of homemade, low-budget diagnostic tests for assessing reading needs:

Alphabet. Do the poorest readers know the alphabet? Ask them to write it in 30 seconds. (45 seconds)

Auditory Discrimination. Select nonsense words not in your students' vocabularies. (See the Teacher's Word Book of 30,000 Words, by Edward Thorndike and Irving Large.) Students listen to the single consonant sound at the beginning of each word and write the letter for that sound. Warn them that you are giving strange words and that they will hear each word only once. Give six to eight words. Follow this with similar tests of ending consonants, initial consonant blends, and final consonant blends.

These tests will tell how well [students] hear sounds in words and how well they can encode symbols for sounds.

Syllabication. Give seven or eight words orally and ask students to write the number of syllables or beats to a word--an auditory decoding skill. Next, given them eight unfamiliar words to read, and have them write the number of syllables--which is a visual decoding skill.

Variable Sounds. List pairs of words that have different spellings for similar vowel sounds, and ask students to read and mark them as the same sound or different vowel sounds. For example, dull-pull and said-head. This tests whether they can usually decode vowels or vowel-digraph-sounds and pick them out of word context.

Phonic Spelling. Dictate 10 strange multisyllable words as a phonic spelling test, asking students to spell the words as they sound. Score on phonic accuracy rather than spelling accuracy. Accuracy, for example, can be phonetically spelled "akyurussy."

Spelling. From any graded word list compile your own to test general visual familiarity with words.

Visual Memory. Cut out 3" x 12" cards and print 10 multi-syllable words that are not in your students' vocabularies. Make letters about 1/2" tall. Flash the cards with two-second exposures and have pupils write what they think they saw.

Structural Analysis. Give the class a list of multi-syllable words made up of roots and affixes. Ask them to separate affixes and roots, then to guess what the word means on the basis of an affix or root.

Concrete Main Idea. Cut out reprint factual reading selections from old books of various grade levels. Factual articles from last year's Scholastic magazines make good tests. Have [students] write main ideas in one sentence, referring to the selection as they write. [Level one students] may write titles or headlines. Give five selections at progressively more difficult levels.

Concrete Main Ideas--Delayed Written Recall. This is the same as the test above, except that the [students] cannot refer to the selections as they write. You can apply the same two tests to obtain abstract main ideas.

Organizational Skills. Modify the tests above by asking [students] to outline the article. Or, provide a blank outline and ask [students] to fill in the significant and subordinate ideas. Here you tap organizational study skills. Also score the test above to evaluate recall of minor ideas.

Map Reading. Pick up a supply of road maps, and make up a half dozen questions about direction, distance, longitude, latitude, etc.

Following Directions. Reproduce the directions and first few exercises from a junior high or intermediate grade workbook. These are typical of the complicated directions we read in everyday life.

Have each [student] lay out his test results on a bar graph to show the relationships between different skills. From the graph, both teacher and student can see exactly what the student's needs are.

Using such nonstandardized, inexpensive, group-administered tests of specific reading skills, you can test for many types of reading in different subject areas. You'll cover skimming and reading for math, recipes and riddles, contracts and contradictions. If you "teach to each test," you'll find yourself teaching reading thoroughly.

GUNNING FOG READABILITY INDEX

An example of the Gunning Fog Readability Index follows to aid in determining the readability level of new acquisitions of materials for disadvantaged adult non-readers and new readers. The Gunning Formula, based on the frequency of long sentences and polysyllabic words, calculates the reading grade level necessary for understanding that material.

Procedure:

1. Select three 100 word samples, one near the beginning, but not opening paragraph, one near middle, and one near the end.
2. Count number of sentences in each 100 word sample. Determine the average sentence length by dividing the number of words by the complete sentences.
3. Count the number of words of three syllables or over to get the number of hard words. Do not count proper nouns, easy compound words like "bookkeeper," or verb forms in which the third syllable is merely the ending.
4. Add together the number of polysyllabic words and average sentence length, then multiply by .4 which yields the reading grade level.
5. Repeat computation for each sample of 100 words.
6. Compute average of the three samples.

(See Appendix A)

APPENDIX A

Example:

Number of sentences in a 100 word sample	6
Average sentence length $100 \div 6$	16.6
Number of hard words	+2
Add average sentence length and hard words	18.6
Multiply this sum by .4	$\times .4$
Reading Grade Level is seventh grade, fourth month, for first 100 word sample	7.4
Compute the score for the second 100 word sample	6.6
Compute the score for the third 100 word sample	22.8
Compute the average of the three reading grade scores	$36.8 \div 3$
Fog Index =	12.2

These levels are estimates and should be treated as approximations, not as infallible evidence of difficulty. The levels are usually within a year of the book level of a basal reader series. It has been found that a person can comfortably handle a piece of material in which he has great interest even though the "difficulty" of the material exceeds his reading level. Therefore, readability estimates are useful in narrowing the choice of materials, but the final selection rests with trying the book out with each individual.

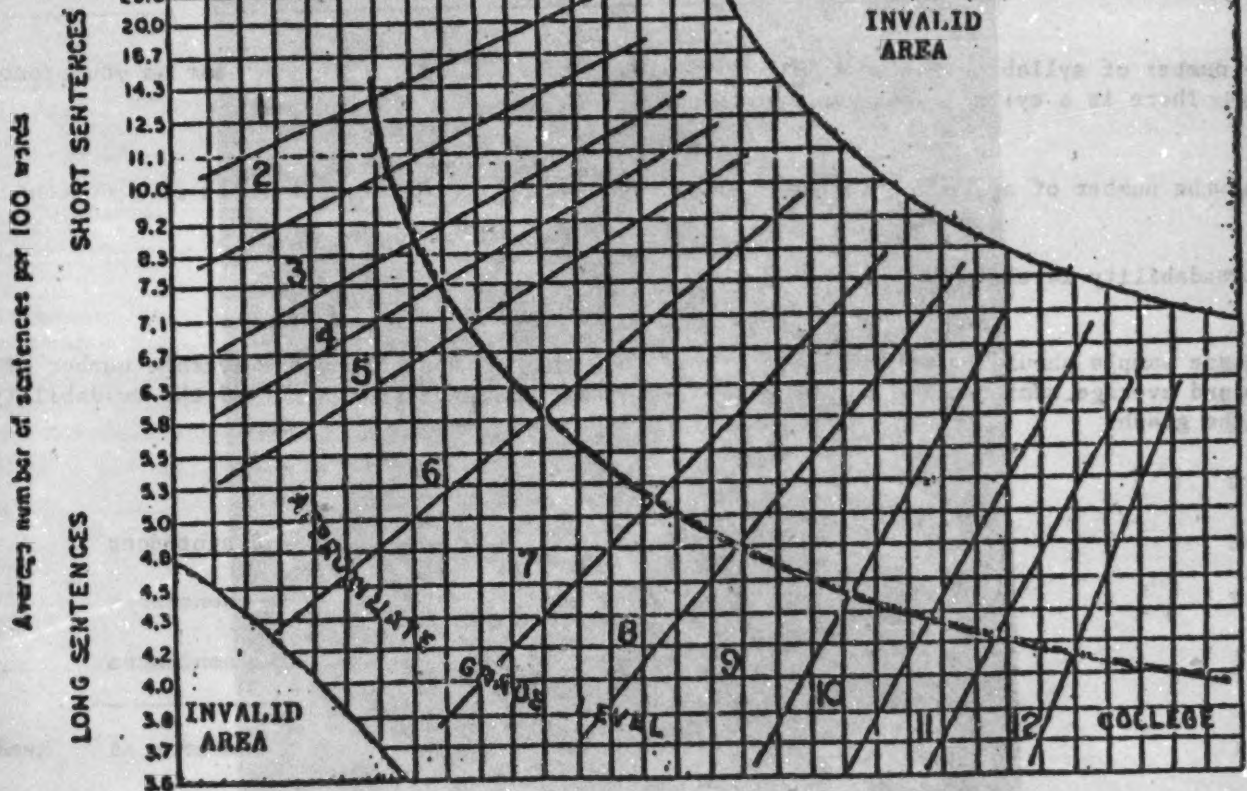
GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center, New Jersey

Average number of syllables per 100 words

SHORT WORDS

LONG WORDS



Directions for Using the Fry Readability Graph (Revised)

Count the words beginning with the first whole sentence until you reach 100 words. Include all proper names. Include abbreviations, counting them as one word and one syllable. Omit numerals, such as 3, 8, etc. Count written numerals (seven, eleven, etc.) as words. Hyphenated words (full-length) count as one word.

Count the number of syllables in the 100 word sample. Count each syllable you hear as you pronounce the words. There is a syllable for each vowel sound.

Next count the number of sentences in the hundred word sample to the nearest tenth of a sentence.

Plot the readability level on the graph.

More than one sample should be taken from a text. When this is done, find the average number of syllables and average sentence length for each of the samples taken and then find the readability level on the graph.

Example:

Sample 1	142 syllables	5.8 sentences	
Sample 2	130 syllables	6.3 sentences	
Sample 3	154 syllables	5.3 sentences	
Average	142 syllables	5.8 sentences	Readability: 8th

OTHER USEFUL TESTING MATERIALS:

1. Reading Section of TABE (Test of Adult Basic Education)
2. Reading Section of ABLE (Adult Basic Learning Examination)
3. Individual Reading Placement Inventory (Follett Publishers)
4. Botel Phonics Mastery Test
5. Kucera-Francis Word List
6. Wepman Auditory Discrimination Test

D. Materials: Diagnostic and Instructional

(continued).

2. Instructional Materials. The following textbooks lend themselves well to an APL-ABE curriculum:

- The New Streamlined English Series (New Readers Press)
- The Adult Reader (Steck-Vaughn)
- Be Informed Series: Study for Adults (New Readers Press)
- Family Development Series (Steck-Vaughn)

But in APL-ABE the teacher will constantly GO BEYOND the textbook--often beyond the classroom as well, and into grocery stores, department stores, etc. The APL-ABE teacher will constantly utilize the materials encountered by their students in their daily lives.

The NEWSPAPER can be used effectively in every Knowledge-Area. The Educational Services Department of the Florida Publishing Company (publishers of the Florida Times-Union and the Jacksonville Journal) has made available a program called

"Newspaper in Education" (NIE). That Department has analyzed the grade level skills in subject areas, has suggested activities for skill development, and has made teaching materials, lesson plans, and useful ideas available to teachers.

E. Curriculum: Objectives and Activities.

INTEGRATION is the key-concept in the reading program (as indeed in the APL-ABE Program as a whole). The curriculum accomplishes two kinds of integration:

1. the combination of language skills themselves (listening, speaking, READING, and writing), and
2. the combination of language skills with practical knowledge-areas, especially the five APL areas.

Although the two components of the curriculum, that is, skills and knowledge-areas--are outlined separately here, in actual classroom experience they are constantly combined.

1. Reading Skills. It is important to remember that an adult learner may need only a few skills from a particular level, and may be working in four different levels at one time.

The Laubach method of reading is widely used in the ABE program for beginning readers. This method is based on the realization that adults learn best through

association rather than rote memory. Symbols and sounds are presented through key words with picture association using the letter key configuration. Reading and writing are taught together--writing skills reinforce reading skills and reading skills reinforce writing.

The following sequence should be used as a guide. A teacher's own particular teaching situation would dictate what should be taught and in what order.

Objectives at Each Level: A GENERAL Description

Level I: Objectives--

- Develop basic reading skills
- Build a sight vocabulary
- Discover methods for attacking new words
- Improve oral and silent reading comprehension
- Start location skills

Level II: Objectives--

- Improve reading comprehension
- Improve vocabulary
- Increase reading speed
- Use varied methods for word recognition
- Read for a purpose (critically--main--idea--information, etc.)
- Increase location skills

Level III: Objectives--

- Increase word power
- Increase reading rate
- Increase comprehension, interpretation, critical reading
- Enjoy reading
- Read for enrichment and information
- Be selective in reading

Objectives and Activities at Each Level: A SPECIFIC Description

Level I: Objectives and Activities

A. Comprehension skills

1. Finding main idea
2. Associating meaning with printed word
3. Identifying the speaker and person spoken to
4. Interpreting main idea
5. Anticipating main idea
6. Drawing conclusions
7. Making inference
8. Re-reading to recall
9. Recalling what has been read

B. Word recognition skills

1. Using a picture to identify
 - a. Speaker
 - b. Theme of story
 - c. Action of story
 - d. Word or phase of story
2. Phonetic analysis
 - a. Listening for words that rhyme
 - b. Listening for initial sounds
 - c. Listening for final sounds
 - d. Recognizing a word that sounds like another
 - e. Recognizing a word that sounds different from groups of words
 - f. Recognizing digraphs (ch, th, sh, wh) that represent one sound
3. Using context of sentence as an aid to identify words
4. Configuration clues as an aid
 - a. Length of word
 - b. Letters that are tall
 - c. Letters that are short
 - d. Letters that extend downward
 - e. Recognize difference between capitals and small letters
5. Structural analysis
 - a. Recognizing root words
 - b. Recognizing inflection forms by addition of endings to root words (as -s, -ed, -ing)

C. Vocabulary building skills

1. Beginning to build sight vocabulary (Dolch)
2. Recognizing and using words that rhyme
3. Recognizing words that are opposite in meaning
4. Associate spoken word with picture

D. Location skills

1. Locating a story by page numbers
2. Locating a story by using a table of contents
3. Recognizing parts of a book:
Title page--Preface--Foreword--Table of Contents--
Chapters

Level II: Objectives and Activities

A. Word recognition skills

1. Use of context clues
2. Apply rule of double letters
3. Use configuration clues
4. Analyze phonetically
 - a. Initial and final consonant sounds
 - b. Digraphs
 - c. Silent letters
 - d. More than one sound of a given letter
 - e. Long and short vowels
5. Structural analysis
 - a. Root words
 - b. Inflectional form of word by adding -s, -ed, and -ing
 - c. Compound words
 - d. Syllabication

B. Comprehension skill

1. Find the main idea
2. Read for information
3. Follow directions
4. Recognize cause and effect
5. See relationships, make inferences, draw conclusions
6. Make evaluative, judgmental decisions

C. Vocabulary building skills

1. Recognize and use synonyms, antonyms and homonyms
2. Accumulate a reading vocabulary of words needed in the adult world

D. Location skills: locate information--

- | | |
|----------------------|-------------------|
| 1. Table of Contents | 7. Bibliographies |
| 2. Title page | 8. Graphs |
| 3. Index | 9. Charts |
| 4. Appendix | 10. Newspapers |
| 5. Glossary | 11. Maps |
| 6. Footnotes | |

Level III: Objectives and Activities

A. Comprehension skills

1. Interpreting motives of characters in a story
2. Comparing and contrasting ideas
3. Selecting pertinent facts to remember
4. Re-reading to verify or recall
5. Reading to gain implied ideas

B. Word recognition skills

1. Contextual clues
--using context of sentence or phrase as a clue to recognition of new or unfamiliar word
2. Phonetic analysis
 - a. Adapting known speech sounds to new and unfamiliar word - as an aid to word recognition
 - b. Pronouncing word by sound units
 - c. Initial and final consonants and others
 - d. Long and short vowel sounds and others
 - e. Silent letters
 - f. Digraphs
 - g. Recognizing that some letters have more than one sound
 - h. Using a dictionary and glossary as guide to the pronunciation of words
3. Structural analysis
 - a. Root words
 - b. Prefixes and suffixes
 - c. Syllables
 - d. Inflectional forms
 - e. Compound words
 - f. Contractions
 - g. Possessives

C. Vocabulary building skills

1. Recognizing and using synonyms, antonyms, and homonyms
2. Accumulating a reading vocabulary of words needed in the adult world and a more technical vocabulary

D. Location skills: learning to locate information through many sources

- | | |
|----------------------|-------------------|
| 1. Table of Contents | 7. Bibliographies |
| 2. Title page | 8. Graphs |
| 3. Index | 9. Charts |
| 4. Appendix | 10. Newspapers |
| 5. Glossary | 11. Maps |
| 6. Footnotes | |

E. Curriculum: Objectives and Activities...(Cont'd.)

2. KNOWLEDGE AREAS. Following are some examples of reading skills in the five APL knowledge-Areas.

(Note: These are examples--not a complete list. The APL description of objectives in the five Knowledge-Areas indicates other specific reading skills necessary for competency in each Knowledge-Area.)

I. OCCUPATIONAL KNOWLEDGE

A. Location Skills

1. Take classified section of newspaper and locate job categories
2. Use yellow pages of telephone book to locate and copy addresses of employment agencies

B. Vocabulary

1. Define words on W-2 form
2. Define job-related words
3. Know abbreviations in employment ads

C. Following Directions

1. Fill out applications
2. Make list of job-related words

D. Comprehension

1. Read and explain sample contract
2. Read and understand want-ads

II. CONSUMER ECONOMICS

A. Vocabulary

1. Know names of stores in the area and services they provide
2. Define words on loan application

B. Information

1. Use catalog to find what is needed and fill out mail-order form
2. Read "sample" warranty

C. Comprehension

1. Interpret "sample" warranty
2. Interpret installment contract
3. Read consumer magazines

D. Location

1. Describe and locate sections of newspaper for products and services
2. Locate stores in telephone book

III. HEALTH AND SAFETY

A. Vocabulary

1. Identify safety signs
2. Define types of doctors
3. Define basic medical terms

B. Comprehension

1. Read about foods high in cholesterol
2. Read about harmful drugs
3. Identify specific health agencies
4. Read materials about Medicare and Medicaid
5. Read labels on medicine

C. Organization

1. Plan daily menu
2. Make and keep health records for self and children

IV. GOVERNMENT AND LAW

A. Vocabulary

1. Know names of public officials
2. Know local, state and federal agencies
3. Know words related to legal services

B. Information

1. Know steps involved in obtaining different legal services
2. Know types of courts

C. Comprehension

1. Read and interpret sample ballots
2. Read lease
3. Read about citizenship regulations

V. COMMUNITY RESOURCES

A. Location

1. Locate specific information about community
2. Use recreation maps
3. Use schedule for any form of transportation

B. Comprehension

1. Read about all the resources city has to offer
2. Read and understand driving regulations

CHAPTER VII

ESL (ENGLISH AS A SECOND LANGUAGE) IN APL-ABE

- A. THE ESL PROGRAM AT FJC: A GENERAL DESCRIPTION
- B. ESL STUDENTS: SPECIAL CHARACTERISTICS AND NEEDS
- C. THE SUCCESSFUL ESL TEACHER
- D. FUNDAMENTAL LINGUISTIC FACTS AND THEORIES
- E. THE APPROACH TO TEACHING IN THIS ESL PROGRAM
- F. MATERIALS AND RESOURCES
- G. CURRICULUM

The ESL (English as a Second Language)* Program within the framework of the Downtown Campus of Florida Junior College in Jacksonville (the ESL program here described) is rather recent, very small, and in need of development. It consists of (1) daily, 2-hour (11-1) class taught (without aides) by one "part-time" teacher (who carries a heavy program of other "part-time" work), and (2) a bi-weekly night class (in Lake Shore) taught by another part-time teacher. The teachers of these separate classes have never met or communicated with each other.

*The conventional designation "ESL" (English as a Second Language) is official in the Florida State Department of Education and is therefore used here. However, ESOL (English for Speakers of Other Languages), the designation used by the national and international professional organization in this field (TESOL), is probably preferable. For many American residents who are speakers of languages other than English, English is not a second language but a third or fourth.

The present description of the ESL Program is based on the daily 2-hour ESL class (Downtown) as taught for nearly two years by the author of this chapter. The description, especially the account of materials and curriculum, is necessarily tentative and incomplete.

The NEED in this large, urban, heterogeneous community for adult education in English as a Second Language is very great indeed.

It is hoped that if FJC should decide to build a strong ESL Program, this account of the present one would prove helpful.

A. THE ESL PROGRAM AT FJC: A GENERAL DESCRIPTION:

1. The Relationship of ESL to APL-ABE. At Florida Junior College (Downtown Campus) the ESL Program is an integral part of the ABE Program. It is fitting, therefore, that the ESL Program should share in the current reassessment and modification of the ABE Program in the light of recent APL studies.

The present Guidebook is addressed to the ESL teacher as well as to the other ABE teachers. Practically everything preceding and following this chapter applies to the ESL Program as well as to the ABE Program as a whole. The ESL teacher, therefore, should be familiar with the whole manual.

The ESL Program, however, requires--and will receive in this chapter--particular emphasis and explanation in addition to what is given elsewhere in the manual.

2. General Objectives of ESL. The general objectives of the ESL Program at Florida Junior College are the following:

- a. to enable adult residents of Duval County (usually but not necessarily foreign-born) whose native, or first language is not English, to understand, speak, read and write English effectively in all areas of their daily lives;
- b. to foster in these adults insight into the values and cultural patterns of their present environment;
- c. to enable them to pursue their formal education in English-speaking schools if they wish;
- d. to enable them to participate fully in the life of this community and this country.

3. The Dual History of ESL. Two lines of educational history converge in the present ESL Program--namely, Adult Basic Education and the Teaching of English as a "Foreign" Language. This rich dual tradition is reflected in the whole ESL Program: (1) in its philosophy and objectives; (2) in the selection and training of its teachers; (3) in its curriculum, methods, and materials; and (4) in its evaluative techniques. Both as ABE and as "Foreign-Language Education", the ESL Program at FJC incorporates APL objectives and materials!

a. ESL in the AMERICAN Tradition of Public ABE. As an integral part of ABE (that is, of APL-ABE) the ESL Program at FJC responds to the

critical need of educationally disadvantaged adults for "coping" knowledge in today's complex, competitive society.

Earlier in this manual (Chapter II) alarming statistics were cited concerning the "functional incompetency" of millions of adults in the United States and of many thousands of adults in the Jacksonville area. And the grave significance of those statistics was recognized: that is, the results of that incompetency as they appear in widespread poverty, unemployment, and personal distress and so--inevitably--in critical strain upon the national and local economy, social agencies, and political system.

Both on the national and on the local scene, many of those adults who suffer because of "functional incompetency" are non-English speakers.

The ESL Program at FJC aims at removing that educational disability from the lives of its students. It strives to enable them to communicate as effectively as possible, in both oral and written English, in all the APL knowledge-areas: Occupational Knowledge, Consumer Economics, Health and Safety, Government and Law, and Community Resources.

Furthermore, like ABE as a whole, the ESL Program endeavors to foster in its students healthy self-esteem and self-direction, as well as harmonious relationships with others.

b. ESL in the INTERNATIONAL Tradition of the Teaching of "Foreign" Languages. As a part of the complex modern history of the teaching of English (both in the United States and abroad) as a "foreign language," the ESL Program at FJC is sensitive to the particularly urgent needs of most of its students as "foreigners" in a strange country. Those needs are not only linguistic, but also psychological and socio-cultural. In striving to meet all those needs the ESL Program works within a conceptual framework indebted to both linguistic and anthropology.

B. ESL STUDENTS: SPECIAL CHARACTERISTICS AND NEEDS.

1. INDIVIDUAL Students. As adults seeking new skills, the ESL students are in many ways like regular ABE students: experienced, proud, sensitive, needing encouragement, often pressed by adult responsibilities, and usually eager to learn.

Yet because they are (on the whole) foreigners in our country, the students in ESL differ from the ABE students in various ways.* Even the least literate

*Although all the ESL students at FJC in recent years have actually been foreign-born, this ESL Program recognizes that a rigid conception of all non-English speakers as complete "foreigners" in "our" country is false and therefore professionally obsolete. Some people who know little or no "standard" English were born in the United States to non-English speaking parents. Many of those, as well as many non-English speakers born abroad are so thoroughly involved in life in the United States that this is actually their country too--e.g., thousands of speakers of Spanish, German, Italian, French, Polish, Greek, Chinese, Japanese, etc. who live chiefly among speakers of their own, or first language.

American ABE student is living and studying in his own familiar world. He is using and studying the same language in which (in some fashion) he has been communicating orally for most or all of his life. And he is using and studying the "national" institutions, customs, activities, and values in which (in some fashion) he has been sharing most or all of his life.

But the newcomer to this country is uprooted from his own culture, and is ignorant of the difficult language which is the key to our culture. Often, therefore, he is painfully isolated--sometimes he is dangerously isolated--from the life around him...a stranger in a confusing and frightening world.

Only people who have actually been in such a predicament can fully appreciate its difficulties and frustrations.

Teachers who have not been in circumstances comparable to those of their ESL students should try to experience that predicament imaginatively. Here are suggestions for that effort:

Imagine yourself--knowing only English and perhaps a little classroom French or Spanish--going alone or with your family to live in Russia, Iran, Japan, Viet Nam, Syria, Greece, or even some country whose language is closer to your own, such as Germany or Mexico...

Imagine yourself in that strange country, in a sprawling, hectic city where almost no one knows your own language and where few seem to know or care anything about your country and your culture ... (if you are lucky, you may soon find a few compatriots, but they are not always interested or kind.)...

Perhaps you do not really want to be in this new country. True, if you have fled from war or political pressure or from extreme poverty, you are glad to have escaped. But you have left beloved family and friends and places, and you know that you will probably never see them again...

Imagine yourself and your family, then, deeply homesick...

Think of all the necessary knowledge--survival knowledge--which, at first, you do not have. You are ignorant not only of the language, but also of the numbers, the monetary system, the calendar, the system of weights and measurements, the transportation system, traffic regulations, laws, medical services, practically everything...

Imagine yourself so handicapped, trying to locate a house, rent it and furnish it...trying to find a job...trying to find your way about the city...trying to buy food and clothing for the children and to help them settle into a strange school and new social situations...

The simplest transitions, tasks, and activities would prove difficult or impossible--frustrating and exhausting...

Imagine yourself or one of your children being lost, or ill, or badly hurt...

Perhaps in your country you were well educated, successful, respected. Now you speak--and with great difficulty--sentences that do not express "you" at all, but that seem to you (and, you think, to others) the speech of a child or a moron.

The economic difficulties are especially painful. The jobs you apply for are given (as a rule) to American applicants... Eventually, you find a job of some sort, perhaps not at all your kind of job, perhaps menial, exhausting, and poorly paid. When a financial pinch comes, you're the first to be laid off.

Personal and social problems are, of course, inseparable from the economic difficulties. In your country, though you may not have been rich, you lived in a "nice" house and a "nice" neighborhood. In your new country, where you have little or no money and where the price of living is high and spiraling, you are probably forced to live (with your family, if they are with you) in a low-income neighborhood, perhaps a squalid and unwholesome one.

If you marry an American (though you'll find many aspects of your life facilitated), cultural differences and the difficulty of communicating may prove disastrous. (A considerable number of wives in such mixed marriages are "abused" and are even more helpless than American wives in the same situation)...

On the other hand, if you are married to someone from your own culture, your marriage (which in some ways is the central sustaining force in your life) and your relationships with your children may be painfully strained by the conflicts inherent in your circumstances.

Family life, the roles of husband and wife, the patterns of child rearing, fashions, manners, morality...are very different here, you find, from those "back home."

When do you cling to the old ways? When do you switch to the new? How can you reconcile and harmonize old and new?

Such are some of the problems and needs of the ESL students! For different lengths of time (some for two weeks, some for twenty years, or more!) and in various ways, the ESL students have experienced and are still experiencing those difficulties.

Clearly, then, the linguistic needs of the individual ESL students, as well as the personal, economic, and social needs inseparable from the linguistic ones, are even more complex and urgent than are those of the regular ABE students.

2. ESL CLASSES at FJC. In ESL Programs in some settings (not at FJC!), the students are segregated according to their kind of language, their degree of literacy in their own language, their knowledge of English, their particular interests...or according to two to more of those variables. But in the present program in ABE at FJC, the typical ESL class is UNsegregated. Such a class presents a special--and constant--challenge to the teacher's knowledge, insight, energy, and ingenuity. It offers, too, an exciting opportunity for many-dimensional general education for teachers as well as students.

Within the ESL Program at FJC, and therefore, possibly, within a single class, the students range in age from 16 to 75 or more. They include immigrants from all over the world. Some speak languages closely kin to English, e.g., Spanish, French, Italian, German. Others speak languages thoroughly unlike English, e.g., Russian, Yugoslavian, Greek, Hindi, Parsi, Vietnamese, Chinese, Japanese, Armenian, Arabic. Some of the students are entirely or almost illiterate in their own language. Others are not only literate in their own tongue, but highly educated, and sometimes literate in one or more languages in addition to their own. Some want only enough English to "get along." Others are eager to master oral and written English, to educate themselves well in several areas, and to participate fully in American life, as citizens, at a high level of culture. Some have time for homework and regular attendance. Others must squeeze irregular class attendance and scant homework into days crowded with jobs or domestic duties or both. Some are fairly comfortable with American values, manners, and customs. Others (as we have just explained) are suffering severe "culture shock," are deeply homesick, frequently hurt or embarrassed, often mystified or appalled, possibly terrified.

The typical ESL class, then, is a small United Nations, with no common bond of language, literacy, general culture, race or specific educational goals. It is a widely varied group of individuals "united"

only by their common wish and need to learn English.

C. THE SUCCESSFUL ESL TEACHER. The key to the success of the ESL Program--as indeed to that of any educational program--is the teacher.

Face to face with a wide variety of adult speakers of other languages, whose important and complex needs have just been indicated, the teacher in this ESL Program at FJC needs a special set of qualifications indeed.

1. As a teacher in APL-ABE, the ESL teacher needs a full supply of the qualifications described eariler for the effective APL-ABE teacher (Chapter II). That is, he (or she) should be:

- a. sensitive and adaptable to the particular characteristics and needs of the students as adults;
- b. willing and able to serve as catalyst, connector, and guide in the student's self-education;
- c. (more specifically) patient, versatile, quickly analytical, humorous, optimistic, understanding, philosophical, perceptive, flexible, respectful, tactful, and courteous.
- d. willing and able to incorporate APL objectives and materials.

2. As a teacher of English, the ESL teacher should have the particular qualifications usually required of English teachers in good high schools and junior colleges. That is, he (or she) should:

- a. have a substantial educational background, including considerable training and experience in psychology, in sociology, and in education, and intensive, advanced study in English;

b. speak good English--standard, colloquial English--clearly and naturally;

c. have a pleasant voice.

3. As an English teacher for adult speakers of other languages, the ESL teacher

a. at the very least

(1) should be interested in, knowledgeable about, respectful toward, and in sympathy with people of other cultures than his own;

(2) should have studied linguistics and social anthropology at a fairly high level;

(3) should have had an internship in the teaching of English as a second language;

(4) should have a little knowledge of the students' own language (or languages).

b. ideally (also)

(1) should have been a "foreigner" in a country whose language is not his own;

(2) should have learned at least one foreign language well;

(3) should have considerable knowledge of the student's own language (or languages).

4. Knowledge of the Students' Language(s).

Concerning the final point in both the above lists of requirements for the ESL teacher (i.e., both the minimal and the ideal requirements), ESL teachers disagree. Opinions differ as to (1) whether the ESL teacher needs to know the students' language(s), and--

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if so--(2) how much of the students' language(s) the teacher needs to know.

The consensus of expert opinion seems to be as follows:

- (1) that considerable knowledge of the students' own language(s) contributes greatly to the teacher's effectiveness...but is an asset rather than a necessity;
- (2) that the teacher who does not know the students' language(s) should learn at least
 - a. the general characteristics of the language(s) (i.e., of word order and grammar, of pronunciation and intonation);
 - b. a few basic instructional words, especially those for Listen, Repeat, Look, Ask, Answer, Say, Tell.

5. A Note on Teaching Assistants and Supplementary Teachers. Although there are at present no assistants or aides in the ESL Program, they are badly needed! Non-professional volunteers could be extremely helpful. Though the academic qualifications of assistants would be less stringent than those of the supervising teacher, their personal qualifications should be very similar.

The judicious supplementary use of other teachers--that is, teachers employed in other programs in FJC, Downtown--has proved helpful to the ESL teacher and

students. With the thoughtful cooperation of the teachers involved, certain ESL students, selected according to their wishes, needs and abilities, participate in regular ABE or GED classes, in classes in developmental English, in vocational classes, even in college-credit classes.

D. FUNDAMENTAL LINGUISTIC FACTS AND THEORIES.

1. Basic Truths about Language and Language-Learning.

a. Language as Meaningful Sound. Fundamentally, language is symbol. In a wide general sense, of course, there are various "languages," such as sign language, body language, the "languages" of painting, sculpture, music, dance, etc. The verbal language which concerns us here is a meaningful system of sounds--primarily, oral sounds made by the tongue, teeth, breath, larynx, and diaphragm; secondarily, written symbols of those sounds.

b. Complexity of the Process of Learning a Language. Language is learned behavior. Learning even one's own language, one's own system of meaningful sounds, is a complex process. Mastering both the oral and written communication in one's native language requires steady effort over many years.

Fortunately, however, this complex learning process is for most of us "natural" and easy. Among people who are using our own language, and in the midst of our daily activities while we are learning how to eat

and walk and dress and open doors and to do other things done in our society, we are learning our language incidentally and, as a rule, pleasantly.

Learning a new, that is, a "foreign" language after one has mastered his mother tongue is also a complex process. Mastering both the oral and written communication in the second language requires long and steady effort. And the process is usually less "natural" and incidental than the learning of our native tongue.

c. Variety of Methods of Learning a Second Language. Though the process of learning a foreign language is complex and time-consuming, many people have learned a foreign language--or even two or more foreign languages--very well. And those who have learned one or more foreign languages testify to many different methods of learning! Some insist that (except for a little necessary reading, writing, and grammar) a solid foundation in listening and speaking should precede reading, writing and grammar. Others insist that (except for a little incidental listening and speaking) a solid foundation in reading and grammar should precede conversation. Some insist that the focus throughout the process should be writing. Some "have taught themselves" with T.V., newspapers, a dictionary, and the American or English "world around them." For the particular student, whatever works is a good method!

d. Language as Part of Culture. Every "modern" language, that is, every language used today, is

a dynamic part of the complex, living, social-cultural organism in which it is used. A language cannot be learned or understood "apart from" its society. (Even though a student in the United States may study French or German without leaving home, he is still not studying the language "apart from" its culture, for the French or German language contains French or German culture.)

Hence, each student of a new language--each ESL student--is linked to at least two languages and cultures ...and to each in a quite different way. He is (as a rule) thoroughly bound to, formed by and involved in his own language and culture. Now he is beginning to tie himself to and involve himself with the new culture.

For the Student's understanding of the "new" culture, the language serves him as a mirror and interpreter. And for his participation in the new culture, mastery of its language is an essential tool.

2. Phonology. Since the sounds of the English language (vowels, consonants, diphthongs, stress, intonation, rhythm) are carefully taught throughout this ESL Program, the teacher should know the vowel triangle, the physiology of all English sounds, and the international phonetic system.

In class, diagrams and symbols used in instruction depend on the teacher and the students. Especially with beginners, the teacher can usually rely largely on his (or her) own clear demonstration of sounds, the student's imitation, and a simple set of symbols.

The following minimal phonological information should prove helpful (adapted from Mary Pinocchio, English as a Second Language: From Theory to Practice, New Ed., Regents, c1974, pp. 22-27):

Consonants

IPA *	T & S +	English Word	IPA	T & S	English Word
b	b	boy	s	s	soap
d	d	do	ʃ	ʃ	ship
f	f	first	t	t	tie
g	g	go	θ	θ	thin
h	h	hit	ð	ð	then
k	k	cook	v	v	very
l	l	let	w	w	water
m	m	man	y	y	yes
n	n	no	z	z	rose
ŋ	ŋ	sing	ʒ	ʒ	pleasure
p	p	put	tʃ	tʃ	cheese
r	r	robe	dʒ	dʒ	judge

Vowels

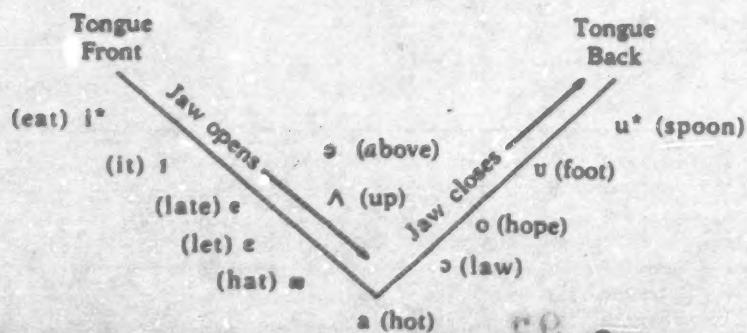
a	a	hot	ɔ	ɔ	law
æ	æ	map	o	ow	hope
e	ey	made	u	uw	spoon
ɛ	e	let	ʊ	u	foot
i	iy	eat	ə	ʌ	but
ɪ	i	sit	ə	ə	above

Diphthongs

ai	ay	tie
au	ow	how
ɔɪ	oy	boy

- * International Phonetic Alphabet (slightly modified).
- + Trager and Smith, An Outline of English Structure.

Vowel Triangle



The highest part
of the tongue is

high
mid
low

in the

front central part back

i ^h		u ^h
e	ə	o
æ	a	ɔ

of the
mouth.

- *Some linguists do not consider these simple vowels phonemic.
 **Simple /i/ and /u/ are not considered phonemic because some English speakers do not use them in their dialects.

CONSONANT CHART

Passage of air	Vibration of Vocal Cords	Two Lips	Lower Lip- Upper Teeth	Tip of Tongue- Upper Teeth	Tip of Tongue- Back of Upper Teeth	Front of Tongue- Front of Palate	Back of Tongue- Soft Palate	The Vocal Cords
Completely stopped	No— Voiceless	p			t		k	
	Yes— Voiced	b			d		g	
Two sounds: A stop followed by a continuant	No— Voiceless					tʃ		
	Yes— Voiced					dʒ		
Through a narrow opening	No— Voiceless		f	θ	s	ʃ		
	Yes— Voiced		v	ð	z	ʒ		
Through side of tongue	No— Voiceless					l		
Through nose	No— Voiceless							
	Yes— Voiced	m			n	ɲ		
No stoppage	No— Voiceless							
	Yes— Voiced	w			r ^h	y		h

3. Insight into Students' Special

Linguistic Problems (from Comparison with Their Native Language). In teaching sounds, and indeed in teaching all aspects of the language, the teacher should be acquainted with pertinent likenesses and differences between English and the students' native language-- especially where such acquaintance helps him to recognize his students' special difficulties.

Following is a list of special pronunciation problems according to the students' own language (the symbols are those of the International Phonetic Alphabet):

All Students: Vowels, r; θ/δ ; stress and intonation
Most Students: ʒ ; final stops; s/z; t/d; w/v; y/j; $\text{ʃ}/\text{ts}$; l/r; initial and final clusters (bl, sk, rth, etc.), words of more than one syllable
Asian students: initial, medial, and final l/r; l/r clusters (fl, fr, gl, gr, bl, etc.); final clusters, especially ks, kz, kt
Chinese students: all the vowels; b; d; g; v; θ, δ , all the final consonants except n and η ; h ʃ ; $\text{ʃ}/\text{ts}$; y/z
French students: ʒ ; i/i; u/u; h; θ/δ ; $\text{tt}/\text{ʃ}$; y; s/t/ θ
German students: θ, δ ; all voiced finals; p/b; d/ θ ; d/ δ ; s/z; w/v; d ʒ /y; t ʃ / ʃ ; n/ ʒ ; s clusters
Italian students: i/I; u/u; h; θ ; δ ; s/ ʃ ; initial fl, pl, bl; final clusters; unstressed syllables, word stress
Japanese students: all vowels; unstressed i, u; θ/δ ; f/h; s/ ʃ ; z/r; t/ts; $\text{ʃ}/\text{tʃ}$; w/v; l/r; all clusters
Polish students: ɔ ; long vowels; diphthongs; θ/δ ; w; l; z/ ʒ ; final w/l; unstressed syllables; g/k
Spanish students: $\text{ɛ}/\text{e}$; I/i; U/ ɔ ; final voiced consonants; b/v; y/d ʒ ; s/z; s/ θ ; s/ ʃ /ts; d; final m/n/ ʒ ; s clusters; final clusters

E. THE APPROACH TO TEACHING IN THIS ESL PROGRAM. The principles guiding the teaching of English as a Second Language at FJC are based on the foregoing "Basic Truths about Language and Language-Learning," namely: (1) that language is primarily meaningful sound; (2) that the process of learning a language (both the oral and written language) is extremely complex; (3) that many methods of learning a language have merit; and (4) that a language is inseparable from its culture.

Therefore, the teaching approach of this ESL Program is essentially (1) aural/oral; (2) sequential; (3) eclectic; and (4) anthropological.

These terms, as they apply to the ESL Program at FJC, deserve some elucidation (though not necessarily in the order in which they have been listed).

1. The method of this ESL Program is eclectic. The ESL Program at FJC recognizes the merit in--and therefore uses--insights, materials, and activities of many methods of teaching English (and other languages).

The teacher is urged, therefore, to study the wide variety of theories, materials, and activities current in the wide field of language-teaching...and to adapt them, selectively, to his own situation at FJC.

2. The approach of this ESL Program is aural/oral. The aural/oral approach is based on the

facts that:

- a. language-learning is essentially imitation; and
- b. the spoken language underlies the written language.

The following formula describes the aural/oral approach: "Hearing before speaking, speaking before reading, reading before writing."

This does not mean that reading and writing are excluded, even in the beginning of the language study! On the contrary, they are taught constantly, along with the listening and speaking. It means that in everything that the student does, he has a clear-cut model to follow:

- a. he hears words before he speaks them;
- b. he comes into contact with the spoken form before he sees the written form; and
- c. he reads words before he writes them.

The aural/oral approach, furthermore, stresses intensive practice in speech, especially in the early stages of learning. Speech is carried on by muscles--in the tongue, lips, jaw, and diaphragm. For fluent speech those muscles must work by habit; therefore language-learning, especially in the early stages, should consist largely of oral practice. While practicing, the student should, of course, keep in mind the meaning of what he is repeating.

3. In this ESL Program the teacher leads the student through sequential steps. Continually, at each new stage in the learning of a new language, the

student should take five "natural" sequential steps as he deals with new materials and new aspects of the language. Whatever the materials, and whatever the aspect of language being dealt with, the teacher should lead the student through those steps, which are designated by Finocchiaro* as follows:

- The pupils should be led to understand the material...
- They should be led to repeat the material after you say it as often as is necessary...
- They should be led to choose the correct word, expression or structure from several choices...
- They should be helped to use the new material...

4. In this ESL Program sociological and anthropological education are constantly associated with the teaching of the English language. Recognizing the dynamic relationship between language and culture, the effective ESL teacher--while teaching English--constantly leads the students into deeper and clearer understanding of "our" culture.

That understanding must surely include "functional competency" in the five APL Knowledge-areas: Occupational Knowledge, Consumer Economics, Health and Safety, Government and Law and Community Resources!

* English as a Second Language, New Edition (Regents, c1974), pp. 54,55.

But the understanding of our culture toward which the ESL teacher at FJC strives to lead the student is much deeper and more comprehensive than the mere "coping knowledge" described by APL. It includes insight into all those ideas, values, institutions, customs and manners --our whole "pattern of culture"-- which most English-speaking, native-born Americans have been at home with all their lives.

F. MATERIALS AND RESOURCES. A careful survey and evaluation of classroom and professional materials for ESL, and a correspondingly careful ordering of materials (especially A-V materials) are needed at FJC. Meanwhile a variety of materials and resources are already on hand:

1. Core Materials, that is, materials especially designed for ESL.

a. Textbooks and Workbooks:

- The Lado Series, by Robert Lado (Regents) Comprehensive, effective textbooks and workbooks (with teachers' manuals) at 6 levels. Colorful charts for Level I. Reliable core for language skills; aural/oral approach.
- English: Your New Language, by Leo U. Benardo and Dora Pantell, 2 volumes (Silver Burdett). Sound and appealing.
- Easy Reading Selections in English; Essential Idioms in English; Exercises in English Conversation; Oral Pattern Drills in Fundamental English; Practice Exercises in Everyday English (for Advanced Foreign Students)--all by Robert J. Dixon (Regents)

- Pronunciation Exercises in English,
by M. E. Clarey and R.J. Dixon
(Regents).
- Learning to Use English, by Mary
Finocchiario (Regents).
- Growing in English Language Skills,
by Finocchiario and Lavenda (Regents).
- ESL Grammar Workbooks, 1 and 2, by
A. K. Dart (Prentice-Hall).
- Selections for Developing English
Language Skills, by Finocchiario
and Lavenda (Regents).
- Mastering the International Phonetic
Alphabet, by Donald Decker (Regents).

b. Audio and Audio-Visual Material:

- Pronunciation Exercises (accompany-
ing Clarey and Dixon's "Pronunciation
Exercises", listed above), 1 album.
- Cards for Language-Master (but no
Language-Master).

c. Professional Books:

- Practical Guide to the Teaching of
English as a Foreign Language, by
Robert J. Dixon (Regents, cl970,
1975).
- English as a Second Language,
From Theory to Practice, by
Mary Finocchiario (New Ed., Regents,
cl974).
- Adult English as a Second Language:
Structure Outline, Survival ESL
Outline, an Experimental Instructional
Guide (Los Angeles City Schools,
Division of Career and Continuing
Education, 1974).
- Study Guide for Teaching English
to Speakers of Other Languages,
Montgomery County Public Schools,
Dept. of Adult Education (Rockville,
Maryland, 1975).

2. Supplementary Materials and Resources, already listed for APL-ABE. Although these APL-ABE materials can be valuable for the ESL teacher, they require careful selection and adaptation! True, some have been designed for adult ESL students as well as for adult speakers of English. But others have not, and those usually require of the student a knowledge of American life which is beyond the experience of many ESL students.

The "Laubach" Skills Books, Workbooks, and Readers (New Readers Press)--at least the first ones in the series--are often effective with ESL students who are just learning the English alphabet.

As for the new competency-based APL materials, ESL students usually respond eagerly to these, for (as a rule) the ESL students are keenly conscious of their need for "functional competency" in their present community. But such materials must be woven carefully into a "core" curriculum designed especially to help the students learn English! Used in this way, the Just Around the Corner Series of video-tapes (Cambridge) has proved particularly successful at FJC (DTC). (The video-tapes are available in Learning Resources; accompanying text and lesson-plans, in the office of the ESL teacher.)

3. Materials in the Ordinary Unacademic Environment. The creative ESL teacher will realize that if little or none of the materials described above were available and if his (her) equipment consisted only of blackboard and chalk, paper and pencils, he (or she) could still be effective in helping the non-English speaker learn English! Materials and resources are everywhere. However plentiful the academic resources on hand, these "ordinary" materials should be used continually: classroom objects, clothing, food, family relationships, customs, social occasions, daily needs, weather, seasons, national holidays, newspapers, colorful pictures (magazines, posters), labels (from jars, bottles, clothing...) ... THE STUDENTS' OWN EXPERIENCE, present and remembered.

G. CURRICULUM. A detailed, systematic curriculum for the ESL Program at FJC has yet to be developed. What is needed is a 3-level curriculum (I, Beginners; II, Intermediate; III, Advanced) adapted to Duval County and to FJC, and characterized by two kinds of INTEGRATION: (1) integration of ENGLISH LANGUAGE SKILLS with each other; and (2) integration of those skills with socio-cultural education, especially with the acquiring of FUNCTIONAL COMPETENCY IN THE APL LIFE-AREAS (Occupational, Consumer Economics, Health and Safety, Government and Law, and Community Resources).

Designers and users of an ESL curriculum for FJC should realize that in the present ESL Program at this community college, instruction cannot proceed

systematically on three levels. This is for four reasons:

- (1) The classes are unsegregated as to linguistic ability: students are of all levels, and new students enter at any time.
- (2) Because there are no teaching assistants and almost no suitable A-V materials, and because most ESL students are not yet able to work without guidance, grouping is hard to accomplish.
- (3) The individual student's skills are often on different levels: for example, his reading may be on II or III, his listening and speaking on I; or his listening and speaking may be on III, his reading on II, his writing on I.
- (4) For the solving of urgent daily problems in the Life-Areas designated by APL--even for SURVIVAL--many students must quickly acquire certain linguistic skills which would ordinarily be far beyond their "academic" level!

In the meantime, while a suitable ESL curriculum in APL-ABE is still inadequately developed at FJC, the following resources (all available in the ESL office) provide invaluable guidance in curriculum planning:

Mary Finocchiaro, English as a Second Language: From Theory to Practice, New Edition (Regents, c1974).

Robert J. Dixon, Practical Guide to the Teaching of English as a Foreign Language, New Edition (Regents, c1960, 1975).

Study Guide for Teaching English to Speakers of Other Languages, Montgomery County Public Schools, Dept. of Adult Education, Rockville, Maryland, 1975.

Adult English as a Second Language: Levels 1-4. Experimental Instructional Guide (Structure Outline; Survival ESL Outline), Los Angeles City Schools, Division of Career and Continuing Education, 1974.

Testing*. Testing deserves serious consideration in the designing of a suitable curriculum for ESL in this APL-ABE Program at FJC! Like the ESL-APL curriculum as a whole, testing within that curriculum should deal not only with the academic language-skills, but also with language-based competencies in the APL Knowledge-Areas.

For APL-testing in the ESL Program (or in any other), the framework and the models already exist, as this manual makes amply clear.

For evaluating the language skills, the following tests (and similar ones) should probably be used and evaluated:

For beginning students,

The Ilyin Oral Interview (Donna Ilyin, Ilyin Oral Interview, Rowley, Mass.: Newbury House Publishers, 1972).

For intermediate and advanced students,

The Comprehensive English Language Tests: the CELT Structure Test, the CELT Vocabulary Test, the CELT Listening Comprehension Test (David Harris and Leslie Palmer, McGraw-Hill, N.Y.)

In the present ESL Program (where the classes are small, varied, voluntary, free, and without credit) LITTLE FORMAL TESTING is done, and that is usually in

* All ESL teachers should be acquainted with the TOEFL test (Test of English as a Foreign Language), the authoritative device, used internationally, for measuring the English proficiency of non-native speakers of English. This test is administered under the direction of the International Testing Program several times a year at specified places. For information, write TOEFL, Box 899, Princeton, N.J., 08540.

the case of a student interested in entering another educational program--e.g., GED, vocational training, or college credit. In such a case, standardized Reading and Language tests are useful indicators of the student's strengths and weaknesses.

On the other hand, from the first encounter between teacher and student, INFORMAL TESTING of the individual student, in everything in which the ESL Program strives to help the student, IS CONTINUOUS. The student constantly "performs" in all the language skills and in the APL Knowledge-Areas. Carefully observing this daily performance, the teacher constantly learns each student's (and, consequently, the teacher's own!) strengths, weaknesses, and needs; helps the student understand these, and plans future lessons accordingly.

To reiterate--good testing is essential, and much planning, experimenting and improving needs to be done in this important part of the ESL Program at FJC.

But--to conclude this consideration of ESL with wise, general advice from one who knows: "While good testing is essential, good teaching is infinitely more so. As a colleague remarked not so long ago, 'Let's stop weighing the baby all the time. Let's feed it instead.'"^{*}

^{*}Finocchiaro, op. cit., p. 138.

CHAPTER VIII

MODULES FOR SPECIFIC CLASSROOM ACTIVITIES

- A. PLANNING: FROM GENERAL OBJECTIVES TO SPECIFIC TASKS
- B. INTERMEDIATE AND ENABLING OBJECTIVES
- C. LESSON PLANS THAT FOCUS ON SPECIFIC TASKS
- D. TESTS

A. PLANNING: FROM GENERAL OBJECTIVES TO SPECIFIC TASKS. The following diagrams and lists illustrate the sort of step-by-step planning recommended for reaching the defined general goals through performance objectives of different degrees of specificity. For each general objective within each knowledge-area, the procedure is as follows: First, the defining of intermediate objectives required for the general objective; second, the defining of the more specific enabling objectives (using the various skills) which lead to each of those intermediate objectives; third, lesson plans, that is, the planning of very specific situational tasks which demonstrate the achievement of those enabling objectives.

As explained earlier (p. 20), when the APL Scope and Sequence Charts (Texas, 1975) were revised (1977), the 65 Objectives were reduced to 41 "teaching units," and the terminology was slightly changed: the phrase "Intermediate Objectives" became "End Behaviors,"

and "Enabling Objectives" became "Learning Steps."
The planning scheme remained the same.

B. INTERMEDIATE AND ENABLING OBJECTIVES (OR
END BEHAVIORS AND LEARNING STEPS). The first two
steps in the planning process described above are
illustrated in each of the following two sets of graphs--
with--lists (the first set from The Scope and Sequence
Charts, University of Texas, 1975; the second from the
revision, 1977).

To Develop an Understanding of
Credit Systems

Reading

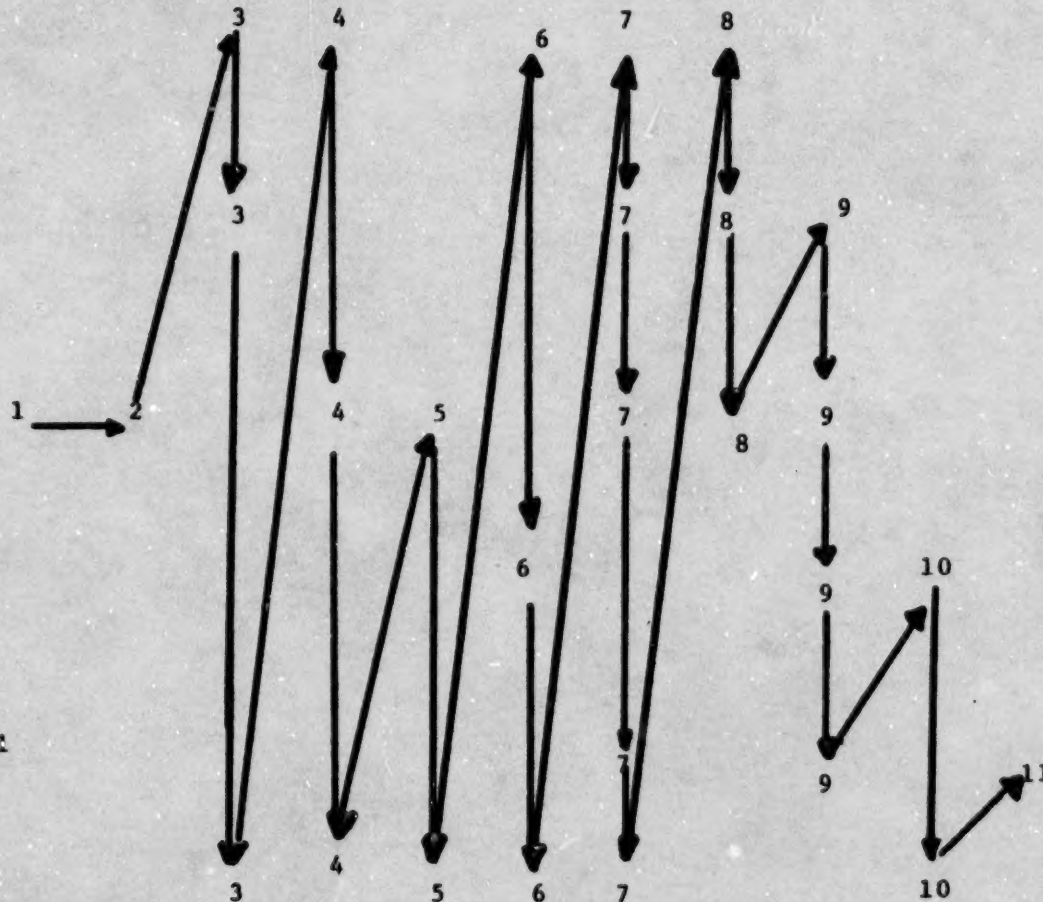
Writing

Speaking
Listening
Viewing

Problem
Solving

Interpersonal
Relations

Computation



Intermediate Objectives

The adult learner reads various materials about the types of credit, the availability and the credit holder's responsibilities in obtaining and maintaining credit.

The adult learner demonstrates the ability to complete all necessary forms, contracts, applications, etc., pursuant to the obtaining and maintaining of credit.

The adult learner listens to views, and discusses various materials, media, and resource presentations in order to develop an understanding of credit systems.

The adult learner demonstrates an awareness of the necessity for effective interpersonal relationships in obtaining and maintaining credit.

The adult learner determines which credit systems are applicable to his/her situation.

The adult learner performs calculations regarding credit charges.

CE17 Enabling Objectives:

- SLV1 The adult learner views and discusses available media introducing the credit system.
- SLV2 The adult learner discusses, in a group situation or with the instructor, his/her own experiences with credit.
- R3 The adult learner reads and understands a precompiled list of credit terminology.
- W3 The adult learner uses each of the credit terms in a written sentence.
- C3 The adult learner recognizes symbols used in credit cost (e.g., percentage, decimals).
- R4 The adult learner reads newspaper ads, mailers, etc., which advertise credit.
- SLV4 The adult learner listens to and views media on the costs of credit and then discusses it with the instructor (if media is available).
- C4 The adult learner computes simple credit cost problems using percentages.
- SLV5 The adult learner discusses with the instructor the difference between paying cash and buying on credit.
- C5 The adult learner uses computational skills to compare the cash price versus the credit price.
- R6 The adult learner reads available materials concerning the various types of credit, the advantages and disadvantages, the availability and the methods of obtaining credit.
- PS6 The adult learner uses computational skills to compare the cost of credit over different time periods.
- R7 The adult learner reads loan and credit applications.
- W7 The adult learner completes an application for credit and/or loan.
- SLV7 Through discussion with a resource person, the adult learner becomes aware of precautions to take before signing a contract.

- 1PR7 The adult learner, in a role-playing situation, responds to questions presented by a credit officer in seeking to obtain credit.
- C7 Given the necessary information, the adult learner computes and compares cost of borrowing from various sources (e.g., credit union, bank loan company).
- R8 The adult learner reads information relating to procedures to follow in case of lost of stolen credit cards.
- W8 The adult learner lists the names, addresses and phone numbers of the companies from which he/she may have credit cards.
- SLV8 Through discussion with the instructor, and/or resource person, the adult learner becomes aware of the various agencies or people he/she can contact concerning problems related to credit.
- W9 The adult learner charts the compared costs of borrowing from various sources.
- SLV9 Through discussion, the adult learner becomes aware of legal and illegal procedures used by creditors to obtain money owed. The adult also becomes aware of his/her recourse in the event of such procedure. (Resource person or available media can be used.)
- PS9 The adult learner considers his/her family's needs and resources in relation to purchasing with credit.
- PS10 The adult learner determines, on a priority basis, several items he/she wants to purchase using credit and the credit method suited for purchasing each item.
- C10 Given a credit application for purchase of a particular item (e.g., TV, car), the adult learner calculates interest rates and total price of the purchase.
- 1PR11 The adult learner determines problems women may encounter in obtaining credit, and procedures to circumvent or overcome such problems.

JOB APPLICATIONS AND INTERVIEWS

To prepare for job applications and interviews.

Reading

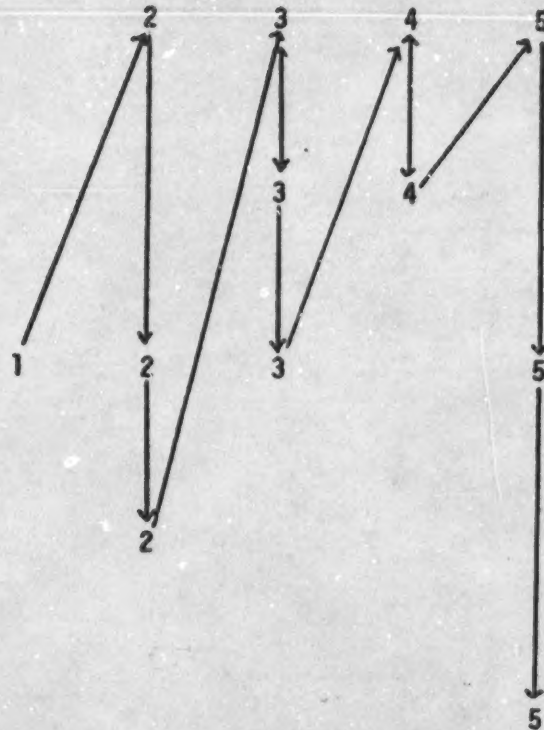
Writing

Speaking
Listening
Viewing

Problem
Solving

Interpersonal
Relations

Computation



End Behaviors

The adult learner reads job application interview materials.

The adult learner writes applications and resumes having to do with applying for a job.

The adult learner discusses information and procedures needed for applying for a job.

The adult learner makes decisions in regard to applying for a job.

The adult learner interacts in a job interview situation (real or simulated).

JOB APPLICATIONS AND INTERVIEWS

Learning Steps

- SLV1 The adult learner views available media related to job interviews and applications, the reasons for them and preparation for them. T.A.-- sharing experiences of job interviews and applications.
- R2 The adult learner reads a precompiled list of terms related to job applications and interviews.
- SLV2 In a group or with the instructor, the adult learner discusses the types of information requested on most job applications (e.g., past employment, references, school background).
- PS2 The adult learner identifies three personal acquaintances who might be used as references on job application forms.
- R3 The adult learner reads job application forms from several different companies.
- W3 The adult learner fills out applications read in R3.
- SLV3 The adult learner discusses the reasons for having resumes and the type of information that should be included on them.
- R4 The adult learner reads some sample resumes provided by the instructor.
- W4 The adult learner practices writing a resume using a form provided by the instructor.
- R5 The adult learner reads material concerning how to conduct oneself during a job interview.
- SLV5 The adult learner discusses the qualifications a prospective employer looks for during the interview.
- IPR5 The adult learner listens to or participates in a simulated job interview, and then discusses the situation presented (e.g., through role-playing, listening to a taped interview, watching a film).

C. LESSON PLANS THAT FOCUS ON SPECIFIC TASKS.

In the step-by-step planning recommended for reaching the defined general goals through performance objectives of different degrees of specificity, the third step is the making of lesson plans for specific classroom tasks.

The importance of the teacher's role at this vital stage must be emphasized. No matter how thorough the previous planning has been, the success of any APL-ABE program depends on effective lesson plans for specific classroom tasks. Effective lesson plans must be adapted to the specific educational situation in which the teacher is working--that is, to particular classroom circumstances and to the particular background, interests, and needs of individual students. The responsibility for such flexible, creative, and realistic lesson-planning rests ultimately upon the individual teacher.

Ideally, each lesson plan would include Instructor's Activities, Learner's Activities, and Resources.

The following lesson plans (three in each Knowledge-Area) which have already been prepared and publicized by other APL Programs (both academic and commercial), indicate the nature of the many APL lesson-plans that are suitable--or easily adaptable--to local needs and conditions:

I. OCCUPATIONAL KNOWLEDGE

No. 1 (Auburn University)

DESIGNATOR: OK-6, T-8

PERFORMANCE OBJECTIVE OK-6: To prepare for job applications and interviews.

ENABLING OBJECTIVE T-8: To be able to complete samples of job application forms as completely as possible.

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Provide learners with a variety of sample employment forms explaining one in detail.	1-1 Take the sample practice sheet and fill in the information correctly and completely as the instructor goes along by steps. 1-2 Ask questions as they arise and look up unfamiliar words, etc.	1-1 Application form from local employment agency and/or company. 1-2 Dictionaries.
2. Assist learners with completion of application.	2. Complete a different application form on his own.	2. Various application forms

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: OK-6, T-1

PERFORMANCE OBJECTIVE: TO PREPARE FOR JOB APPLICATIONS AND INTERVIEWS.

ENABLING OBJECTIVE: USING EMPLOYMENT ADS FROM THE NEWSPAPERS, TO IDENTIFY AND NOTE INITIAL STEPS TOWARD EMPLOYMENT CALLED FOR BY THE ADS (e.g., LETTER, TELEPHONE CALL, ETC.).

DIRECTIONS:

1. READ TOGETHER MARKED WANT ADS.
2. NOTE THE REQUESTED RESPONSES.
3. LOOK AT UNMARKED WANT ADS. LET LEARNER DECIDE THE REQUESTED RESPONSE.

GENERAL OFFICE Candidates for exp. or beginner with typing skills. Custom Pers. Service 681-5558.
GENERAL OFFICE Type 40 w/m. accounts rec. - 1980 term. ex. exp. health. Call 796-3437 for appt. Quali- fied Pers. Consultants.
GENERAL OFFICE Type 40-50 w/m. Answer phone. Must have some work exp. Salary \$152 wk. 4:30-5:30 p.m. Free parking & benefits. One of our largest & nicest cos. so don't wait call 816-4371. Gar- rett Walker Pers. Consultants.

HEAVY MAINTENANCE FOREMAN 16 to 18 Y. exp and so forth paid. ME, EE or IE preferred. Must have ex- perience with steel firms, in main- tenance or heavy repair. Resume or call 91-973-1722. Allied Personnel Consultants, Rm 414, Greater Miss. Life Bldg., Meridian, Miss. 39201.
HOSPITAL RECEPTIONIST: want to meet people & be associat- ed with the nicest Doctors. in Shant? I have a position on May 9th girls would grab in a hurry. Will train if you are interested. Have life training & truly enjoy PM work. 1550 N. West. Call S. Gammor Land 874-0541 HOLLYWOOD-Smiling & Smiling Largest Pers. Agency in S.E.
HOUSEKEEPER & COMPANION for elderly lady. Reply Box C 59 care of the Hour.
HOUSEKEEPER elderly lady to live in with same. 2 bdr. room & board. 631-7916. 874-2254.
HOUSEKEEPER for man & 11 year old son. 3 days. Gardendale. 631-4665.

LOAN COUNSELOR Prefer some mfg or bank exp. Some training, negat experience. To \$325 mofort Darrell Walker Pers. Con- sultants 879-4747.
LOCKSMITH, Reply Box A no 18. c/ o 6 Nam News, please experience, salary expected & General Security. LPN full time. 7 AM to 3 PM. Every other week end off. Excellent sal- ary. 781-3411.
LPN OR RN, needed Equal Oppor- tunity Emergency or Rose Manor Nursing Home. 632-6146.
LPN Western section, Immed need. Please call today 222-8575. Darrell Walker Pers. Consultants.

MACHINIST, Job Shop, up to \$5.00 hr. Experienced only. Ext'l fringe benefits, including hospitalization & Life Ins., profit sharing, retirement, holiday, up to 3 wks vacation. Apply 612 22 St. So.
MACHINISTS, immediate open- ings. 4 yrs. job shop experience. Apply Paper Machine & Mfg. Co., 3441 No. 10th Ave.

HOUSEKEEPING
RICH'S
Opportunity to earn extra money by working in housekeeping dept. nights & Saturdays. Merchandise discount available.
APPLY IN PERSON
Mon-Fri, 10-5
Brookwood Village Mall
870-3200
Equal opportunity employer

HOUSE MOVER Experienced. \$34-3775
HOUSE PARENTS Couple to man- age & house training home for men- tally retarded. Combine salary \$9,000 - room & board. 923-6624
IND. ENGINEER 12K, exp. exp. Have client co. ready to hire. Some background in quality control desired. Crull Pers. Consul- tants. 870-6176.
INDUSTRIAL ENGINEER Desired or some exp. in quality control 12K. exp. exp. exp. exp. exp. Crull Pers. Service 870-6176

100

No. 3 (Jodor Publications)

Lesson Plan Number: 7691

Topic: Understanding Labor Unions

Concept: To insure job security and satisfaction, union membership is essential in many fields of employment

Prerequisites: The student should be able to:

1. read on the 4th grade level
2. show motivation to receive instruction on the topic
3. show a need for instruction on the topic by making a score of less than 70% on a teacher made pre-test

Objectives: At the conclusion of the lesson the student will:

1. describe five purposes of labor unions
2. name at least five unions located in the surrounding community
3. tell why it is advantageous to belong to a union
4. give three disadvantages of union membership
5. describe the responsibilities of the member to the union as stated in reading materials
6. list five benefits of union membership
7. define the following terms:
 - A. arbitration
 - B. A.F.L. - C.I.O.
 - C. automation
 - D. collective bargaining
 - E. closed shop
 - F. check off
 - G. contributions to unemployment insurance
 - H. fringe benefits
 - I. mediation
 - J. disability insurance
 - K. lay-off
 - L. national labor relations board
 - M. survivors insurance
 - N. pension fund
 - O. open shop
 - P. picket
 - Q. strikes
 - R. workmen's compensation
 - S. contract
 - T. shop steward
 - U. crafts union
 - V. industrial union
 - W. hiring hall
 - X. working conditions

- Y. apprenticeship
- Z. journeyman

Prereassessment:

1. give pre-test
2. hold pre-instruction discussion

Methods:

1. Teacher preparation
 - A. prepare pre and post tests
 - B. secure speaker from union
 - C. contact various unions for pamphlets, booklets, etc.
 - D. prepare vocabulary (see objective #7)
2. Student activities
 - A. take pre and post tests
 - B. listen to speaker from union
 - C. read union materials
 - D. study vocabulary
 - E. interview union member
 - F. interview non-union worker

Materials:

1. How the union works-----857
2. The rise of organized labor-----868
3. Why unions-----878
4. Why should I join a union?--Hotel and Restaurant Employees union
120 East 4th St.
Cincinnati, Ohio

Evaluation:

1. give post test
2. hold post instruction review

101

120

131

119

891

II. CONSUMER ECONOMICS

No. 1 (Auburn University)

PERFORMANCE OBJECTIVE: To develop an understanding of credit systems.

ENABLING OBJECTIVE T-1: Using available materials, to read about the various types of credit, their advantages and disadvantages, their availability and methods of obtaining credit.

INSTRUCTOR ACTIVITY

LEARNER ACTIVITY

RESOURCES

1. Lead a discussion of various ways of paying for items: cash, check, charge cards, lay-a-way, installment loans, etc.
2. Review the fundamentals of budgeting with the learner and discuss how various types of credit fit into budgeting.
3. Obtain pamphlets and discuss resources that would help explain to the learner various types of credit and where they may be obtained in this community.
4. Assist the learner in preparing a list of names and addresses of sources of credit that exist in this community.

1. Participate in a discussion of the various ways of paying for items.
2. Review the importance of budgeting and note how various types of credit fits into the family's budget.
3. Read the pamphlets and booklets on various types of credit.
4. Prepare a list of names and addresses of sources of credit in the community.

1. _____
2. You and Your Money. Steck-Vaughn Company, Austin, Texas. 1967 Copyright.

filmstrip "How to Handle Your Money". Education Projection Corp. Jackson, Mississippi.
3. 1976 Buying Guide Issue, Consumer Reports. Mt. Vernon, N. Y.

It's Your Money - Book 2, Steck-Vaughn Company. Austin, Texas, 1973 Copyright.

"On Good Terms with Credit" by Virginia Knauer. Reader's Digest Adult Education. Reader's Digest Services, Inc. Pleasantville, N. Y. 10570.
- Family Money Management, Steck-Vaughn Company. Austin, Texas. 1967 Copyright.
- Pay Now or Pay Later. Louisiana State University Cooperative Extension Service. Baton Rouge, La.

No. 2 (State of Alabama)

READING SKILLS: COMPREHENSION

DESIGNATOR: CE-15, T-2 (a)

PERFORMANCE OBJECTIVE: TO BECOME AWARE OF THE VARIOUS MEDIA OF EXCHANGE
AND TO BECOME FAMILIAR WITH BANKING SERVICES IN THE COMMUNITY.

ENABLING OBJECTIVE: USING SAMPLES, FILL OUT A SAMPLE MONEY ORDER.

DIRECTIONS:

1. STUDY THE MONEY ORDER FORM WITH THE LEARNER. HELP THE LEARNER LEARN TO IDENTIFY:
 - A. THE AMOUNT OF THE MONEY ORDER.
 - B. IT IS PAYABLE TO WHOM?
 - C. IT WAS PURCHASED BY WHOM?
 - D. THE CUSTOMER'S RECEIPT.
 - E. WHAT THE MONEY ORDER IS FOR.
2. ASSIST THE LEARNER IN COMPLETING THE MONEY ORDER BY USING HIS OWN NAME AS THE PURCHASER WITH THE MONEY ORDER PAYABLE TO SEARS, ROEBUCK & CO.

18965032738 750703 352000 ****10

MONEY ORDER

UNITED STATES POSTAL SERVICE

DO NOT STAMP, WRITE OR MARK ABOVE THIS LINE

PAY TO

FOR

94075

NEED WITHOUT USPS SEAL

503 38

DOLLARS AND CENTS
NOT VALID IF OVER

6 00

DOLLARS

USA

0000000201

NOT
NEGOTIABLE

CUSTOMER'S RECEIPT

NOT
NEGOTIABLE

1896503273

750703

352000

***457

SERIAL NUMBER

YEAR MONTH DAY

POST OFFICE

DOLLARS AND CENTS
AMOUNT OF ORIGINAL
MONEY ORDER



PAY TO

PURCHASED BY

FOR

Not
Negotiable

This receipt is your guarantee of a 100% refund if your money order is lost or stolen, provided you fill in the *Pay To* and *Purchased By* information on the money order in the space provided.

If your money order is lost or stolen, present this receipt and file a claim for a refund at your Post Office. Please allow 60 days before making a claim or inquiry.

MONEY ORDER FEES

AMOUNT

\$.01 - \$10.00

\$10.01 - \$50.00

\$50.01 - \$300.00

FEE

\$.25

\$.35

\$.40

124

TAXATION

One of the duties of every citizen is to pay taxes. There are many different taxes. Tax money is used to pay for services and programs performed by the government. Some of the most common taxes are:

- property tax
- sales tax
- state income tax
- federal income tax

There are many other taxes such as highway user taxes, payroll and business taxes, inheritance taxes and estate taxes. The highway user tax is paid when individuals buy gasoline and licenses for autos. Other taxes are paid indirectly by individuals when they pay for goods and services.

There are two basic types of taxes. A *progressive* tax is a tax which is levied by an individual's ability to pay. The graduated income tax is an example of a progressive tax. An individual with a high income is taxed more than a person with a low income.

The other type of tax is a *regressive* tax. A regressive tax is when the tax rate remains the same regardless of the income of the taxpayer. An example of a regressive tax is a sales tax. The sales tax rate is the same for every individual who makes a purchase.

SALES TAX

Sales tax is the tax charged on all or most items that you buy in a store. The sales tax is re-

gressive tax. The same percent is charged to each person regardless of the individual's income. The sales tax is a fixed percent in most states. The sales tax varies from 2.0% to 8.0%.

Sales tax was first used to pay for social welfare programs. Sales tax was first collected in the 1930's. Now the money from sales tax is used to pay for other services provided by the state. Two of these services are education and local government.

The sales tax is figured by multiplying the amount of your purchase by the percent of the sales tax in your state.

Example: Mary bought items which totaled \$6.50 in a store. The sales tax in Mary's state is 4%. How much sales tax did Mary pay?

Solution:

Sales tax = percent x amount
Sales tax = .04 x \$6.50
Sales tax = .26

Figure the following sales tax:

1. Jim bought items that totaled \$14.50. The sales tax in Jim's state is 2%. How much sales tax did Jim pay? Ans: _____

2. Alice bought a new car which cost \$3,680. If the sales tax in her state is 5%, how much sales tax did she pay on the car?

Ans: _____

3. Mary bought a new chair for \$158.50. The sales tax rate in her state is 8%. What was the total cost of the chair? (Hint: Add the cost of the chair and the sales tax to get the total cost.) Ans: _____

4. Bill bought items which cost \$4.70, \$8.60 and \$3.20. The sales tax rate in his state is 6%. What was Bill's total bill? Ans: _____

5. Mrs. Rogers bought a new sofa which was priced at \$485.00. The sales tax is 7% in her state. How much sales tax did she pay on the sofa? Ans: _____

FEDERAL INCOME TAX

The largest source of funds to operate the federal government comes from the individual income tax. The individual income tax is a progressive tax. Each individual is required to pay income tax to the Internal Revenue Service. The amount to be paid depends on the amount of income the person has had during the year.

Tax Hike Recession

Each person is required to file an income tax form by April 15 each year. You must file a tax form if you are:

SINGLE

Under 65 and made more than \$2450

Over 65 and made more than \$3200

MARRIED

Both under 65 and made more \$3600

One over 65 and made more \$4350

Both over 65 and made more \$5100

There are two types of tax reporting forms. One form is the Standard Form 1040. The other form is the Short Form 1040A. A person

who wishes to list all deductions on the tax form uses the Standard Form 1040. A person who does not wish to list deductions can use the Short Form 1040A.

The federal income tax procedure starts the day you get a job. Your employer will require you to complete an *Employee's Withholding Exemption Certificate* which is called Form W-4. On this form you are required to print your full name, Social Security number, home address, and the number of dependents including yourself. You sign the Form W-4 and give it to the employer. A completed Form W-4 for Roger S. Smith is shown below.

Form W-4 (Rev. Dec. 1973)		Department of the Treasury Internal Revenue Service Employee's Withholding Exemption Certificate	
Print or type full name <u>Roger S. Smith</u>		Social Security number <u>185-44-6571</u>	
Home address (Number and street or rural route) <u>3642 S. Plainfield</u>		City or town, State and ZIP code <u>Northwestern Missouri 65433</u>	
Marital status—check one (If married but legally separated, or spouse is a nonresident alien, check "Single.") (Single) ☒ Married			
1 Personal exemption for yourself. Check "1" if claimed. <u>1</u>			
2 If married, personal exemption for your wife (or husband) if not separately claimed by her (or him). Check "1" if claimed. <u>1</u>			
3 Special withholding allowances. (See instructions.) Check "1" if claimed. <u>1</u>			
4 Dependents for age and blindness (qualifying only to you and your wife but not to dependents):			
(a) If you or your wife was 65 years of age or older at the end of the year, and you claim this exemption, write "1"; if both of you are 65 or older, and you claim both of these exemptions, write "2". <u>1</u>			
(b) If you or your wife are blind and you claim this exemption, write "1"; if both are blind, and you claim both exemptions, write "2". <u>1</u>			
5 Exemptions for dependents. (Do not claim an exemption for a dependent unless you are entitled under subsection (b).) <u>1</u>			
6 Additional withholding allowances for limited deductions. (See 1973 instructions.) <u>1</u>			
7 Add the exemptions and allowances (if any) which you have claimed above and enter total. <u>3</u>			
8 Signature (Print name of person signing and sign) <u>Roger S. Smith</u>			
Date (Month, day, and year) <u>JANUARY 5, 1974</u>			

The information on the Form W-4 and other tax tables indicates to the employer the amount of federal taxes to be withheld from your paycheck. The amount of money withheld from your paycheck is paid to the federal government by the employer.

At the end of the year, the employer will give each employee a Wage and Tax Statement, Form W-2.

Form W-2 shows the employee all the taxes which have been withheld during the year. The employer also sends a copy of the Form W-2 to the Internal Revenue Service.

You will find a completed Form W-2 below. This Form W-2 contains the earnings for Roger S. Smith for the year including all the taxes which have been withheld during the year. You will use the amounts on Form W-2 to complete your 1040A or 1040 form. You also attach a copy of your Form W-2 to your report.

For Official Use Only		Wage and Tax Statement			1976
XYZ CORPORATION 3442 MIAMI AVE. NORTHEASTERN, MO		Add or subtract: - Union dues - Life insurance - Health insurance - Other			Copy A For Internal Revenue Service Center File with Form 1040 or 1040A
1. Employer's identification number	2. Federal income tax withheld	3. Wages, tips, and other compensation	4. Total amount paid for federal income tax	5. Total FICA wages	
☐ 105-44-6871	\$1,606.80	\$12,500	\$731.25	\$12,500	
Name of employee Roger S. Smith 3642 S. Plainfield Northeastern, MO 65433		6. Was employee married on 12/31/76?	7. Was employee married on 12/31/76?	8. Was employee married on 12/31/76?	9. Was employee married on 12/31/76?
		No			
		10. Date of death	11. Date of death	12. Date of death	13. Date of death

When you have received your Form W-2 from your employer you can complete your 1040A or 1040 Individual Income Tax Return. Complete Roger S. Smith's Form 1040A as practice. You have much of the information you need for your work on Form 2 and Form 4. The rest of the information is provided below.

Roger S. Smith lives with his wife, Mary, in Central County and is a welder. Mary is a housewife. The Smiths are filing a joint return. They are both under 65 and

Form 1040-1 (1978) If you want IRS to figure your tax, see page 10 of instructions. Page 2

13a	Enter amount from line 12	13a	
13b	If you checked 2 or 4, enter the greater of \$7,975 OR 16% of line 13a—but not more than \$7,975	13b	
13c	If you checked 1 or 4, enter the greater of \$1,770 OR 16% of line 13a—but not more than \$2,080	13c	
13d	If you checked 2, enter the greater of \$1,953 OR 16% of line 13a—but not more than \$1,488	13d	
14	Subtract line 13b from line 13a and enter difference	14	
15	Multiple 1978 number of exemptions claimed on line 6d by \$750	15	
16	Yacht income. Subtract line 14 from line 15 and enter difference	16	
17	If line 16 is \$25,000 or less, find tax on Tax Table on pages 12-13	17	
17a	If line 16 is more than \$25,000, use Tax Rate Schedule X, Y, or Z on page 16	17a	
17b	Enter 2% of line 16 but not more than \$180 (\$90 if less than \$10,000)	17b	
18a	Subtract line 17b from line 17 and enter difference (but not less than zero)	18a	
18b	Credit for contributions to candidates for public office (see page 11 of instructions)	18b	
19	Self-employment tax. Subtract line 18b from line 18a and enter difference (but not less than zero)	19	
20a	Total Federal income tax withheld (attach Form 1042 to front)	20a	
20b	Excess FICA, RITA, or FICA/RTTA tax withheld (see page 11 of instructions)	20b	
20c	1978 covered tax payments (include amount allowed as credit from 1975 return)	20c	
20d	Earned income credit (see page 8 of instructions)	20d	
21	Total (add lines 20a through 20d)	21	
22	If line 19 is larger than line 21, enter BALANCE DUE IRS	22	
23	If line 21 is larger than line 19, enter amount OVERPAID	23	
24	Amount of line 23 to be REFUNDED TO YOU	24	
25	Amount of line 23 to be credited on 1977 estimated tax	25	

Under penalties of perjury, I declare that I have prepared this return, including any supporting schedules and statements, and to the best of my knowledge and belief it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on information of which preparer has no knowledge.

Sign here: Taxpayer: _____ Date: _____ Preparer: _____ Date: _____

If you wish to itemize or list your deductions then you should complete a Form 1040. This form permits you to individually list all your deductions. When filing a Form 1040 remember that you must have a receipt or cancelled check for each of your deductions. You are required to keep your records for three years. You must file your Federal Income Tax Form on or before April 15 each year regardless of which form you use.

You can get your Federal Income Tax Forms at your local post office, Social Security Office or your local bank. If you need help completing your Income Tax Form contact your local office of the Internal Revenue Service. The service provided by the IRS is free.

III. HEALTH AND SAFETY

No. 1 (Auburn University)

DESIGNATOR: H-3, T-1

PERFORMANCE OBJECTIVE H-3: To understand how basic safety measures can prevent some accidents, illness and injury and to recognize environmental hazards, especially as such hazards relate to home and occupational safety.

ENABLING OBJECTIVE T-1: To list various home safety measures (tub mats, night lights, care with electrical appliances and fuses, sturdy step-ladder, etc.)

INSTRUCTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES
1. Collect pamphlet, pictures, and magazines on home safety.	1. Discuss material on home safety such as tub mats, night lights, care with electrical appliances, doormats, sturdy ladders.	1. Media Center (Local School Board) Fire department, medical centers, Power Company. "Your Family Safety." Metropolitan Life Insurance Co., 1957.
2. Have learners make list of home safety measures for presentation in class.	2. Present list in class for discussion on home safety.	2. Learner-made lists.
3. Prepare for discussion on accident prevention and how safety is everyone's responsibility.	3. Learners to discuss how to follow safety rules to correct safety hazards and to be aware of what should be done in an emergency.	3. Miller, Benjamin F., Edward B. Rosenberg, and Benjamin L. Stackowski: INVESTIGATING YOUR HEALTH. Boston: Houghton-Mifflin Company, 1971. Chapter 19, "Accident Prevention," pp. 391-409.

No. 2 (State of Alabama)

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: H-1, T-3

PERFORMANCE OBJECTIVE: TO KNOW BASIC MEDICAL AND PHYSIOLOGICAL TERMINOLOGY FOR ACCURATE REPORTING OF SYMPTOMS AND TO FOLLOW A DOCTOR'S DIRECTIONS IN APPLYING TREATMENTS, TAKING MEDICINE, ETC.

ENABLING OBJECTIVE: TO BE ABLE TO FOLLOW DIRECTIONS GIVEN BY A DOCTOR.

DIRECTIONS:

1. LEARN TERMS RELATED TO MEDICINE BY USING WORD CARDS.

WORDS (FOR WORD CARDS)

MEDICATION DIRECTIONS

TWO CAPSULES AT BEDTIME
ONE TABLET AT BEDTIME
ONE TABLET AFTER MEALS
ONE CAPSULE THREE TIMES DAILY
ONE TABLET BEFORE MEALS
ONE TABLET IN THE MORNING
ONE CAPSULE TWICE DAILY
ONE TABLET EVERY FOUR HOURS

MEDICINE TERMS

PRESCRIPTION
MEDICINE
PRECAUTIONS
SIDE EFFECTS
SYMPTOMS
MEDICATION

2. READ "WHAT TO KNOW ABOUT YOUR MEDICINE".

WHAT TO KNOW ABOUT YOUR MEDICINE

- A. WHAT IS THE MEDICINE? (TYPE AND NAME)
- B. WHAT RESULTS ARE EXPECTED?
- C. HOW LONG SHOULD YOU WAIT BEFORE REPORTING IF THERE ARE NO CHANGES IN YOUR SYMPTOMS?

- D. ARE THERE ANY SIDE EFFECTS TO EXPECT?
 - E. ANY PRECAUTIONS YOU ARE TO TAKE WHILE ON MEDICATION? AVOID ANY FOODS? MEDICINE? DRIVING?
 - F. HOW AND WHEN TO TAKE MEDICINE?
 - G. HOW LONG SHOULD YOU TAKE MEDICINE?
 - H. CAN PRESCRIPTIONS BE REFILLED?
- 3. MATCH WORD CARDS TO WORDS ON "WHAT TO KNOW ABOUT YOUR MEDICINE".
 - 4. LEARN TO READ AND DISCUSS DIRECTIONS FOR TAKING MEDICATION.

Which Doctor to Call?

DOCTORS WHO SPECIALIZE	1	2	Context Clues
ARE YOU AN-IAN OR AN -IST?	3	4	Suffixes
HOW CAN YOU TELL?	7	8	Making Inferences

Physicians & Surgeons M.D.

Anderson W B
General Surgery—By Appointment Only
620 Byron Rd. Merrill —550-1212
Residence Merrill —550-3454

Bearden Donald G
Family Medicine—By Appointment
4214 S. Pennsylvania
At Cavanaugh —394-0700
If No Answer Call —370-4432

English Dan C
General Surgery
Office—Surgery Department MSU
E Lansing —553-3200
If No Answer Call —455-6656
Residence E. Lansing —323-6776

Harold Jesse F
Practice Limited to Urology
326 W. Ionia —in4-4177
Res —933-5584

Higuerre J Gilbert MD PC
Obstetrics & Gynecology
Hours By Appointment
140 S. Saginaw
Pontiac —313-855-6622
If No Answer Call —313-844-3232

Hulkin Donald H
Specializing in Dermatology
Diseases of the Skin & Skin Cancer
Electrology
1801 E. Saginaw —466-5785
Residence Okemos —544-7765

Jackson Esther A
General Practice—Hours by Appointment
4 Saverly Ct.—Off Walnut Between
Hillsdale & Lansing —344-6757

Keller Ralph J
General Practice—Hours by Appointment
153 E. Grand River
Williamston —644-3454
Residence Okemos —588-1243

Marion Dennis F
Diseases of the Skin
Suite 208 Lansing Medical—Dental
Building
2909 E. Gd River —983-5423
Residence Okemos —654-3467

May Stephen G MD PC
Psychiatry—By Appointment
3401 E. Sag—Suite 101A—Point
North Professional Center
533-7447
Residence Okemos —654-8878

Robins Max H DO PC
Pediatric & Adolescent Medicine
840 E. Mt Hope Lansing
Clinical Building —922-3756
Nights Sundays & Holidays call
Lans —354-7756

Robson E J
Obstetrics & Gynecology
701 N. Logan —665-4890
If no answer call —IV5-3232

Stinson Paul R
Practice Limited to Office Psychiatry
Hours By Appointment Only
119 E. Gd River E. Lansing —355-4789

Townsend Alexandra A
General Practice—Hours By Appointment
4801 S. Logan —755-8662

Wartley Charles K
Infants & Children—By Appointment
1322 E. Mich —666-7354
Residence Okemos —988-0987

Yankin Beth L
101 Spicerville Etn Rap —866-5432

The human body is very complicated. One doctor can't know everything about it. This is why some doctors specialize in different parts of the body. This means that they study one part of the body very well and treat only that part.

DOCTORS WHO SPECIALIZE

YOUR
OBJECTIVE

In this section you will learn how to use context clues. Figuring out the meaning of a word from other words in the sentence or paragraph is called using context clues.

Margaret has a bad rash on her arm. She has made an appointment with her *dermatologist*.

What is a dermatologist? Even if you have never seen or heard that particular word before, you can get a pretty good idea of its meaning from the way it is used. Read the sentence above again. If Margaret's dermatologist is going to help her with her rash, then a dermatologist must treat skin problems.

Can you tell what these doctors who specialize do from the following sentences?

1. Mrs. Allen takes her little boy to a pediatrician.
2. An obstetrician will deliver Janet's baby.
3. The radiologist looked at the X-rays so that he could make his report.

Context Clues

Directions: Look at each sentence again. Circle the word or words that give you a clue to the meaning of each doctor's specialty.

The letters G.P. stand for *general practitioner*. General practitioners have a more common name. Do you know what it is? They are family doctors. They treat general or common illnesses. Everyone should have a G.P. who may refer you to a specialist, if he thinks it is necessary.

If you do not have a family doctor, you may go to a clinic. There you will see a general practitioner first. The G.P. at the clinic will refer you to a specialist if you need one.

Context Clues

Directions: Complete the following sentences using the context clues in the paragraph you have just read.

1. What kind of doctor would you go to if you had a bad case of the flu? _____
2. Who might refer you to a specialist if you had trouble hearing?

3. Family doctors are also called

4. What is a specialist? _____

5. Why do some doctors specialize? _____

6. What is the name and telephone number of your family doctor or clinic?

IV. GOVERNMENT AND LAW

No. 1 (Auburn University)

DESIGNATOR: GL-4, T-3

PERFORMANCE OBJECTIVE GL-4: To understand the relationship between the individual and the legal system.

ENABLING OBJECTIVE T-3: To know the rights of an individual if arrested.

INSTRUCTOR ACTIVITY

LEARNER ACTIVITY

RESOURCES

I. Read to students their rights as would the authorities if learners were under arrest. (Role Play)

1. Respond to reading and discuss various facets of individual rights.

1-1 KNOW YOUR LOCAL RIGHTS. Greenfield, Mass.: Channing L. Bete Co., Inc., 1969.

1-2 Fish, Mietus and Snapp. APPLIED BUSINESS LAW. Cincinnati: Southwestern Publishers, 1972

2. Secure resource person from local authorities

2. Listen to speaker and ask questions.

2. Local Policeman, Sheriff, Lawyer.

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No. 2 (State of Alabama)

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: GL-3, T-3 (a)

PERFORMANCE OBJECTIVE: TO DEVELOP AN UNDERSTANDING OF THE FUNCTIONING OF GOVERNMENT.

ENABLING OBJECTIVE: TO LEARN THE REQUIREMENTS FOR VOTING AND WHERE ONE CAN REGISTER TO VOTE IN HIS/HER COUNTY.

DIRECTIONS:

1. READ AND LEARN BEGINNING WORDS OF EXERCISE. SAY EACH LETTER OF THE WORD.
2. DISCUSS MEANING OF EACH WORD.
3. DO THE EXERCISE BY CIRCLING THE MATCHING WORD.
4. READ WORD STRIPS ABOUT ELIGIBILITY FOR VOTING.
5. READ THE INFORMATION SHEET ABOUT REQUIREMENTS FOR VOTING.
6. ASK AND ANSWER THE QUESTIONS AS TO WHERE AND WHEN ONE CAN REGISTER TO VOTE IN LOCAL COUNTY AND WHERE ONE VOTES. (TEACHER WILL GATHER INFORMATION.)

VOTING ELIGIBILITY WORDS AND PHRASES (FOR WORD CARDS)

BE A LEGAL RESIDENT OF THE STATE

BE OF VOTING AGE

BE A CITIZEN OF THE UNITED STATES

REGISTER

CIRCLE THE SAME WORD AS THE BEGINNING WORD

VOTING	ELIGIBLE	STATE	VOTING	LEGAL
VOTE	VOTE	RESIDENT	AGE	STATE
ELIGIBLE	VOTING	AGE	REGISTER	ELIGIBLE
LEGAL	VOTE	REGISTER	LEGAL	STATE
RESIDENT	AGE	RESIDENT	VOTE	ELIGIBLE
STATE	REGISTER	LEGAL	STATE	VOTE
AGE	AGE	REGISTER	VOTING	LEGAL
REGISTER	VOTING	STATE	ELIGIBLE	REGISTER

V O T I N G

TO BE ELIGIBLE TO VOTE ONE MUST:

- (1) BE A CITIZEN OF THE UNITED STATES.
- (2) BE A LEGAL RESIDENT OF THE STATE.
- (3) BE OF VOTING AGE.
- (4) REGISTER

1. WHERE CAN YOU REGISTER TO VOTE? _____

2. WHEN CAN YOU REGISTER TO VOTE? _____

3. WHERE DO YOU VOTE? _____

No. 2

(Government and Law,
State of Alabama, Con't.)

READING SKILLS: VOCABULARY DEVELOPMENT--COMPREHENSION

DESIGNATOR: GL-3, T-3 (b)

— PERFORMANCE OBJECTIVE: TO DEVELOP AN UNDERSTANDING OF THE FUNCTIONING
OF GOVERNMENT.

ENABLING OBJECTIVE: TO LEARN TO REQUEST ASSISTANCE IN VOTING.

DIRECTIONS:

1. DISCUSS THE "REQUEST FOR ASSISTANCE IN VOTING" AND WHEN IT IS USED.
2. LEARN WORDS RELATED TO THIS REQUEST FROM WORD CARDS.
3. MATCH WORD CARDS TO BLANK REQUEST.
4. ASSIST LEARNER IN FILLING OUT THE REQUEST FORM IF HE/SHE QUALIFIES.

VOTING WORDS (FOR WORD CARDS)

VOTER	PRECINCT	READ
SIGNATURE	ALABAMA	CAST
BOOTH	ELECTION	LAWS
SEE	REQUEST	ELECTOR
NAMES	MARK	BOX
VOTE	PREPARE	COUNTY
SWEAR	ENTER	STATE
CONSTITUTION	MACHINE	ASSISTANCE
QUALIFIED		

REQUEST FOR ASSISTANCE IN VOTING

_____ ELECTION

_____ 19 _____

STATE OF ALABAMA

COUNTY OF _____

PRECINCT _____, BOX _____

I, _____
A DULY QUALIFIED ELECTOR UNDER THE CONSTITUTION AND LAWS OF THE STATE
OF ALABAMA: HEREBY SWEAR (OR AFFIRM) THAT I CAN NOT CAST MY VOTE WITHOUT
ASSISTANCE. MY REASON FOR REQUIRING ASSISTANCE IS: (CHECK REASON)

- _____ 1. I CANNOT READ THE NAMES ON THE VOTING MACHINE.
_____ 2. I AM UNABLE TO SEE THE MACHINE.
_____ 3. I CANNOT ENTER THE BOOTH WITHOUT ASSISTANCE.
_____ 4. I AM UNABLE TO PREPARE THE MACHINE FOR VOTING.

(ON THE FOLLOWING LINE OR LINES, STATE THE SPECIFIC PHYSICAL
DISABILITY WHICH REQUIRES VOTER TO RECEIVE ASSISTANCE.)

(SIGNATURE OR MARK OF VOTER)

SUBSCRIBED AND SWORN TO BEFORE ME THIS _____ DAY OF _____,

19 _____.

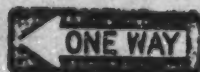
INSPECTOR

Highway and Safety Signs

Many signs are very simple. But these simple signs have important meanings.

Some street and highway signs are shown on these pages.

What do these signs mean to you?



Information Signs

EXIT	VISITORS PARKING	CHECKS CASHED HERE	EMPLOYEES ENTRANCE	TICKETS
CAFE	EMPLOYEE PARKING	SOCIAL SECURITY OFFICE	PUBLIC TELEPHONE	LIBRARY
X-RAY				PRIVATE
MEN	APPLY AT OFFICE	DO NOT OPEN UNTIL CHRISTMAS	NO HUNTING OR FISHING	CAFETERIA
WOMEN	EMPLOYMENT OFFICE	NOT RESPONSIBLE FOR LOST ARTICLES	RECEIVING OFFICE	RESTAURANT
KEEP OUT	NO ADMITTANCE	VISITING HOURS 2:30 - 4:30 7:30 - 9:00	SHIPPING OFFICE	COFFEE SHOP
FIRST AID				THIS SIDE UP
FOR SALE	EMERGENCY ENTRANCE		KEEP OFF THE GRASS	INFORMATION
		OPERATOR'S LICENSES HERE		
FOR RENT	NO TRESPASSING		NO LOITERING	HELP WANTED

Fragile

RUSH

THIS SIDE UP

SPECIAL HANDLING

123

145

Safety Signs

POISON	FASTEN SEAT BELT	WATCH YOUR STEP	EXPLOSIVES
CAUTION			FIRE ESCAPE
BLASTING	WEAR SAFETY GLASSES	NO LIFE GUARD ON DUTY	NO SMOKING
FIRST AID		UNLAWFUL TO PASS STOPPED SCHOOL BUS	INFLAMMABLE
KEEP OUT	DO NOT LOOK AT ARC		MEN AT WORK
FIRE ALARM			HIGH VOLTAGE



SLIPPERY
WHEN WET

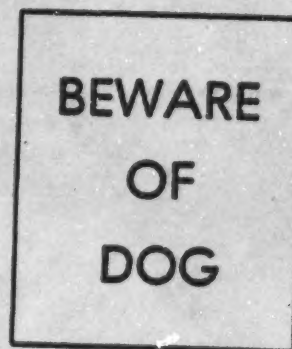
The purpose of safety signs is to keep us free from harm and danger.

Doing as safety signs tell us to do helps us to get home every day, driving our own cars or walking on our own feet. The signs might help us keep free from harm.

Which of the above signs might you see along the highway? Which of these safety signs do you see where you work? What safety signs do you see on some trucks? What safety signs might you see when you are on vacation?

When you are driving, point out to your wife or husband the safety signs that you see. But do not read the advertising signs when you are driving. Why not?

What other safety signs might be added to the above list?

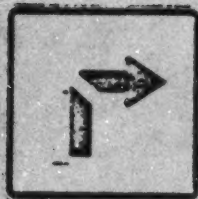


WIDE LOAD

CAUTION AIR BRAKES

voltage - (vôl' tîj) amount of electric power, expressed in volts.

inflammable - (in flam' u b'l) easily set on fire.



NO RIGHT
TURN



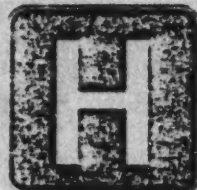
LOW
CLEARANCE



HILL



PED
XING



HOSPITAL



SPEED
LIMIT
50
MINIMUM
30



MERGE

NO
PARKING
ANY
TIME

ONE
HOUR
PARKING
9AM-7PM



Checkup

Get the Facts

A. Fill in the blanks.

1. The purpose of safety signs is to keep us free from _____ and _____.
2. Simple signs often have important _____.
3. A road used when the regular road is closed is called a _____.
4. The abbreviation *mph* on a road sign means _____.
5. If you want to find the way out of a building, look for the sign that says _____.

Understand the Main Ideas

B. Look at the information signs on page 9. Write some of these signs under the following headings:

1. Names of buildings
2. Places to eat
3. Signs which tell not to do something
4. Hospital signs
5. Signs about employment

Develop Your Word Power

C. Draw a line under the word which means the opposite of the first word.

- | | | | | |
|--------------|----------|----------|-----------|---------|
| 1. exit | public | entrance | drive | office |
| 2. private | quiet | apply | public | parking |
| 3. receiving | entrance | private | emergency | sending |

Homework

A. Write five safety signs to help people who drive automobiles.

1. _____
2. _____
3. _____
4. _____
5. _____

B. Write three safety signs to help workers in a factory.

1. _____
2. _____
3. _____

C. Write two safety signs which you might find on bottles.

1. _____
2. _____

D. Write three highway or safety signs which are not given in your lesson.

1. _____
2. _____
3. _____

E. Study the words listed here until you are sure you can read, spell, and use each word.

- | | | |
|--------------|------------|------------|
| 1. bridge | 4. escape | 7. track |
| 2. cafeteria | 5. license | 8. traffic |
| 3. entrance | 6. private | 9. visitor |

V. COMMUNITY RESOURCES

No. 1 (Auburn University)

DESIGNATOR: CR-5, T-4

PERFORMANCE OBJECTIVE CR-5: To be aware of various recreational, self-improvement and community support places and organizations available in the community for the individual's use.

ENABLING OBJECTIVE T-4: In a speaking and listening situation, to explain or demonstrate a hobby of interest to the group.

INSTRUCTOR ACTIVITY

1. Invite a local hobby shop owner to demonstrate crafts that utilize low cost materials.
2. Use Senior Citizen Club volunteers to bring in crafts made from recycled household bottles, cans, etc. and instruct learners in use.
3. Have a "Crafts Fair" night and display learners' hobbies.

LEARNER ACTIVITY

1. Discuss cost, time required to make craft, and utilization of craft by individual interest.
2. Set up class times and arrange for volunteers to teach crafts to interested learners.
3. Each learner demonstrates a hobby or craft to entire class.

RESOURCES

1. Hobby shop.
2. Senior Citizen Club.
3. Class members.

No. 2 (State of Alabama)

READING SKILLS: PRE-READING--VOCABULARY DEVELOPMENT

DESIGNATOR: CR-1, T-3 (a)

PERFORMANCE OBJECTIVE: TO BUILD AN ORAL AND WRITTEN VOCABULARY PERTAINING TO COMMUNITY RESOURCES AND TO DEFINE COMMUNITY RESOURCES IN TERMS OF (A) SERVICES TO COMMUNITY MEMBERS AND (B) SERVICES TO PERSONS OUTSIDE THE COMMUNITY OR NON-SELF-SUPPORTING MEMBERS OF SOCIETY (UNEMPLOYED, CRIMINALS, INSANE, ETC.).

ENABLING OBJECTIVES: TO LEARN COMMON ABBREVIATIONS FOR COMMUNITY RESOURCES.

DIRECTIONS:

1. READ AND DISCUSS MEANING OF EACH INITIAL FOR THE AGENCIES.

WORDS (FOR WORD CARDS)

OEO - OFFICE OF ECONOMIC OPPORTUNITY
U.S. - UNITED STATES
PTA - PARENT AND TEACHER ASSOCIATION
DPS - DEPARTMENT OF PENSIONS AND SECURITY
SSI - SUPPLEMENTAL SECURITY INCOME
NAACP - NATIONAL ASSOCIATION FOR ADVANCEMENT OF COLORED PEOPLE
VA - VETERANS AFFAIRS
BBB - BETTER BUSINESS BUREAU
AA - ALCOHOLICS ANONYMOUS
AMA - AMERICAN MEDICAL ASSOCIATION
HUD - HOUSING AND URBAN DEVELOPMENT

2. MATCH INITIALS TO CORRECT WORDS.

- | | |
|-----------------|--|
| (1) OEO _____ | A. UNITED STATES |
| (2) U.S. _____ | B. HOUSING AND URBAN DEVELOPMENT |
| (3) PTA _____ | C. NATIONAL ASSOCIATION FOR ADVANCEMENT OF
COLORED PEOPLE |
| (4) DPS _____ | D. OFFICE OF ECONOMIC OPPORTUNITY |
| (5) SSI _____ | E. PARENT AND TEACHER ASSOCIATION |
| (6) NAACP _____ | F. AMERICAN MEDICAL ASSOCIATION |
| (7) VA _____ | G. ALCOHOLICS ANONYMOUS |
| (8) BBB _____ | H. SUPPLEMENTAL SECURITY INCOME |
| (9) AA _____ | I. DEPARTMENT OF PENSIONS AND SECURITY |
| (10) AMA _____ | J. VETERANS AFFAIRS |
| (11) HUD _____ | K. BETTER BUSINESS BUREAU |

BUS TRANSPORTATION

NEED OBSERVED:

Many adults are not familiar with public transportation.

GENERAL OBJECTIVE:

When you finish this LAP you will be able to outline and discuss the procedures and situations that can occur when you use the bus.

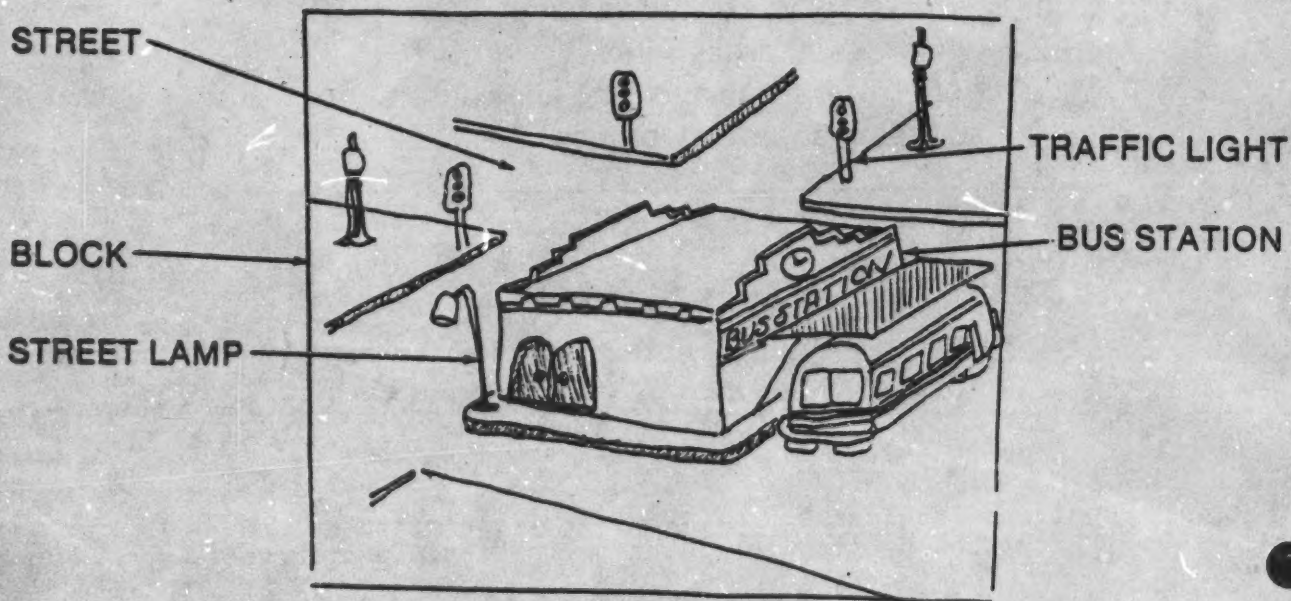
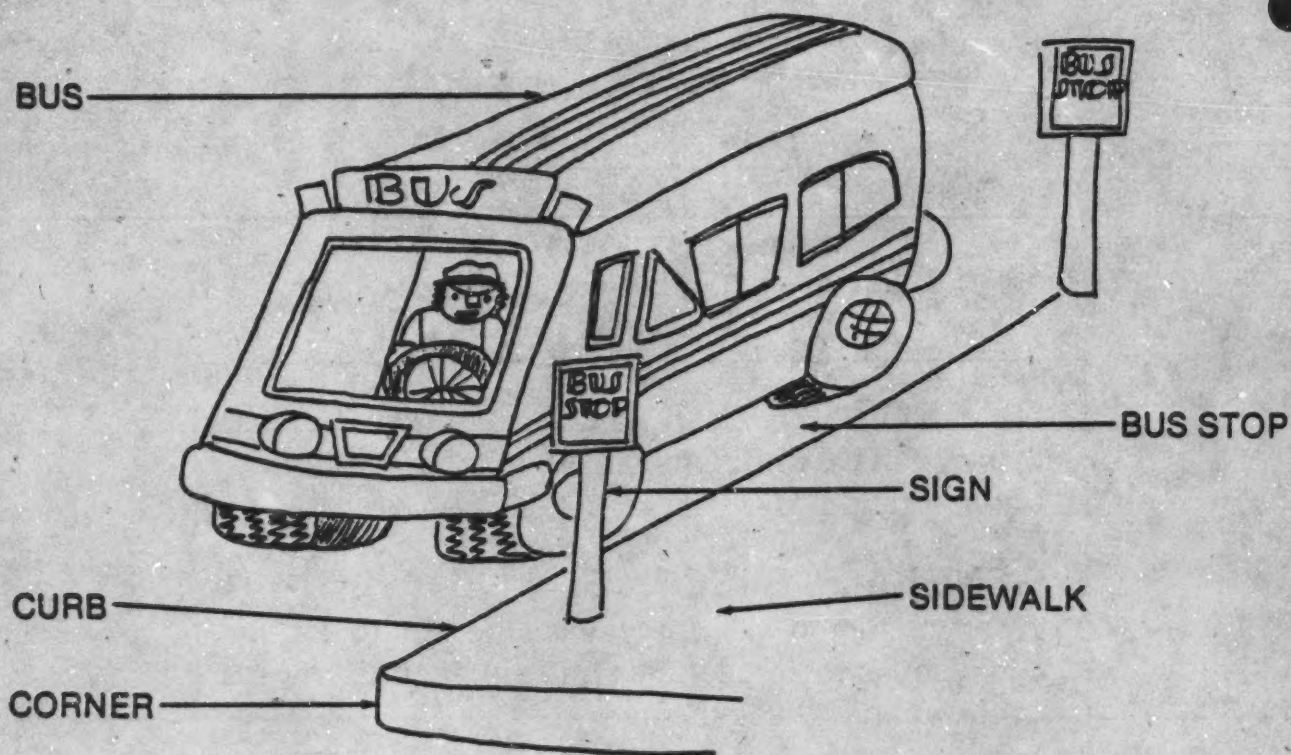
STUDENT OBJECTIVES:

When you finish this LAP you will be able to:

1. give vocabulary related to bus travel.
2. name transfer procedures.
3. figure travel costs and time allowances.
4. use grammar related to buses.

*In the Revised P.A.R. materials, the cartoons are replaced by pictures based on realistic photographs.

VOCABULARY



DOWNTOWN — THE CENTER OF A CITY

TRAFFIC
POLICEMAN

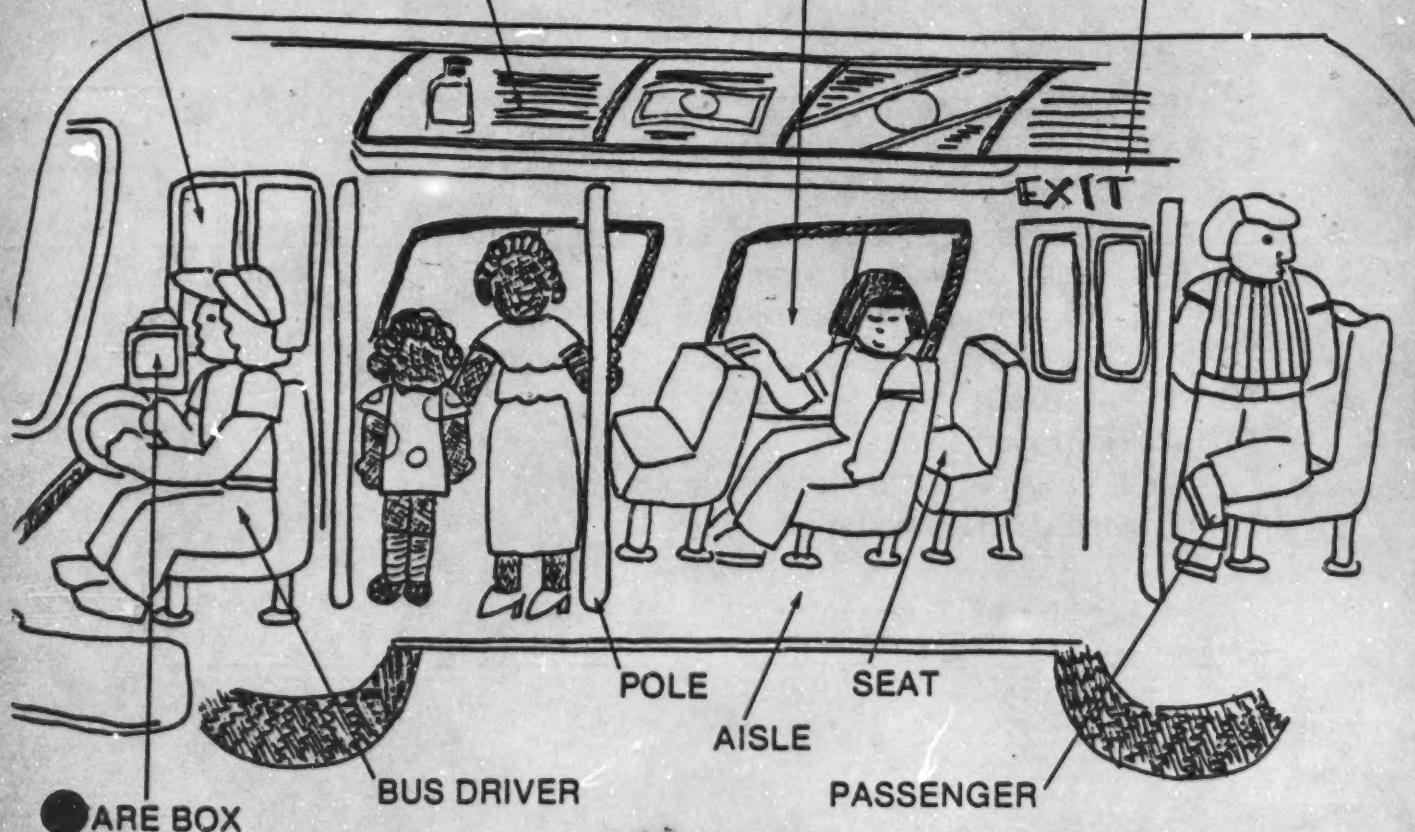


DOOR

ADVERTISEMENT

WINDOW

EXIT



VOCABULARY

NOUNS

- FARE** — the money charge for passage
TRANSFER — ticket valid as fare on another bus
DIRECTIONS — instructions pointing out a course of travel
BUS TOKEN — a special coin used as a ticket
ROUTE — a course of travel
EXACT CHANGE — the correct amount of money — no more, no less
INTERSECTION — a point where roads meet

ACTION PHRASES

- TO GET ON** — to enter
TO GET OFF — to leave
TO PAY — to give what is due in money
TO TRANSFER — to change buses
TO DIRECT — to give instructions where to go in a course of travel
TO CHANGE — to make different
TO EXPLAIN — to make clear
TO TRAVEL — to go to another place
TO HELP — to aid
TO STOP — to cease activity
TO TAKE A BUS — to ride to a certain place
TO BE CONFUSED — to be mixed up
TO BE LOCATED — to be found in a certain place
TO BE SURE — to be certain
TO TAKE TIME — to allow enough hours or minutes

A JOB SEARCH

Juan wanted to find a new job. He looked in the newspaper and saw an advertisement for a good position in an office. Juan saw that the office was located at 425 Dexter Street. He thought that Dexter Street was downtown but he wasn't sure. Juan called the office to make an appointment for an interview. He also asked the secretary for directions to the office.

The secretary was very nice and helped him with the directions. First she asked Juan for the name of the street where he lived. Then she told him to take the downtown bus that stopped on the corner near his house. "It's the Number 11, Broad Street Line," the secretary said. "When you get to City Hall, you'll have to transfer to the Dexter Street Line, I think. You should ask the bus driver for help to be sure," she said. Juan thanked her and made an appointment for 1:30 P.M. the next day.

EXERCISE 1

DIRECTIONS: Answer the following questions with complete sentences.

EXAMPLE: What kind of job did Juan want to find?
Juan wanted to find an office job.

1. Where was the office located?

2. Whom did Juan speak to at the office?

3. Which bus did the secretary tell Juan to take?

4. For when did Juan make his appointment?

EXERCISE 2

DIRECTIONS: Read each sentence. Then change the verb to the past tense. Read the sentence aloud and circle the "sound" of the past tense.

EXAMPLE: Juan calls the office to make an appointment.

Juan called the office to make an appointment.

"T"

"D"

1. Juan walks to the bus stop.
Juan _____ to the bus stop. "T" "D"
2. Maria transfers to another bus at the bus station.
Maria _____ buses at the bus station. "T" "D"
3. Marta and Ana change for the downtown bus.
Marta and Ana _____ for the downtown bus. "T" "D"
4. Pedro looks for the bus stop.
Pedro _____ for the bus stop. "T" "D"
5. We travel downtown to go shopping.
We _____ downtown to go shopping. "T" "D"
6. The bus stops at the corner of my block.
The bus _____ at the corner of my block. "T" "D"
7. He asks the secretary for directions.
He _____ the secretary for directions. "T" "D"
8. The bus driver explains how to use a transfer.
The bus driver _____ how to use a transfer. "T" "D"
9. A traffic policeman directs cars at the intersection.
A traffic policeman _____ cars at the intersection. "T" "D"
10. The little boy helps his sister get on the bus.
The little boy _____ his sister get on the bus. "T" "D"



Juan talking to bus driver.

D. TESTS. Testing in APL is based on the essential APL concern for competency in real-life situations. Therefore APL tests require the student actually to demonstrate specific competencies by producing specific essential information and performing specific essential tasks.

When a competency test is used as a pre-test (before class instruction), it is diagnostic, pointing the way to appropriate lesson-plans. When the same (or a very similar) competency test is used as a post-test (after instruction), it may indicate the achievement of the desired proficiency--or it may, once more, indicate needs and suggest suitable lesson-plans.

Each APL-ABE Program should develop its own tests, using local materials! (Examples of such local tests are given later, VIII D,2.)

1. Useful Models of Comprehensive Tests.

For the designing of local tests, APL tests developed in other APL Programs provide helpful models.

The "APL Short Form Test" developed by the University of Texas at Austin and published by the American College Testing Program is an excellent example.

(VIII, D, TESTS - Continued)

2. Specific Tests in Each APL Knowledge-Area. Following are examples of specific teacher-made tests suitable for use in the local (Duval County) APL-ABE program. These specific tests are designed in connection with specific Enabling Objectives (such as those listed in Chapter V, D) and specific Lesson Plans (as presented in Chapter VIII, C).

a. OCCUPATIONAL KNOWLEDGE

Enabling Objective: To be able to fill in samples of job application forms as completely as possible.

(See Chapter VIII, C, Occupational Knowledge, Lesson Plan #1.)

Test: Fill in these four job application forms as completely as possible. (Use your dictionary if necessary.)

FLORIDA STATE EMPLOYMENT SERVICE
Application for Employment
(SAMPLE)

Date: _____

PERSONAL

Name _____	Military Service _____ (Branch)
Street Address _____	Military Service _____ (Dates)
City, State & Zip _____	Position Desired _____
Telephone _____	Full-time () Part-time () If part-time,
Previous Address _____	specify times & dates _____
	Minimum Salary expected _____
Citizenship _____	Date Available for Employment _____

EDUCATION

Name of School	Location	Dates Attended	Did You Graduate?	Degree Granted
H.S.				
College or Univ.				
Graduate Work				
Special Courses				
(Include Post Graduate, Business & Correspondence Schools)				

EMPLOYMENT RECORD

		List Present or Most Recent Position First	
From	To	Employer	Address & Phone No.
		Kind of Business	Name of Your Supervisor
		Position Held	Reason for Leaving
		Salary: Start Final	May We Contact?
From	To	Employer	Address & Phone No.
		Kind of Business	Name of Your Supervisor
		Position Held	Reason for Leaving
		Salary: Start Final	May We Contact?
From	To	Employer	Address & Phone No.
		Kind of Business	Name of Your Supervisor
		Position Held	Reason for Leaving
		Salary: Start Final	May We Contact?

EMPLOYMENT RECORD CONTINUED

From	To	Employer	Address & Phone No.
		Kind of Business	Name of Your Supervisor
		Position Held	Reason for Leaving
		Salary: Start Final	May We Contact?

How did you learn about our opening? _____
 Were you previously employed by us? _____ If Yes, when? _____
 Are you available for Travel? (For Mgmt. Pos. only) Yes () No () If no, explain _____

Have you been convicted of a felony in the last 5 years? Yes () No ()
 If Yes, explain _____

SKILLS

Typing _____ wpm
 Shorthand _____ wpm
 Dictaphone _____
 Calculator _____
 Keypunch _____
 Other _____

HEALTH

Physical Defects, if any _____ Surgery, if any & dates _____
 Condition of Eyesight _____ Condition of Hearing _____
 Approximate time lost through illness during last three years _____
 In case of emergency notify: _____ Applicant's Additional Comments, if any: _____
 Name _____
 Address _____
 Phone _____

REFERENCES

Do not include former employers, relatives or more than one member of a school faculty.

Name _____	Name _____
Address _____	Address _____
Phone _____ Occupation _____	Phone _____ Occupation _____

IMPORTANT: I certify that all statements made in this application are true, complete and correct to the best of my knowledge and belief and are made in good faith.

Signature of Applicant _____

Date _____

POSITION APPLIED FOR:

Clerical _____
 Custodial _____
 Teacher's Aide _____
 Food Service _____
 Maintenance _____
 Other _____

DUVAL COUNTY SCHOOL BOARD

Administration Building
 1325 San Marco Boulevard
 Jacksonville, Florida 32207

Attention: Staffing Section
 Classified Personnel Department

APPLICATION FOR EMPLOYMENT

Date _____ Social Security No. _____
 Name _____
 Mr. _____
 Last first middle/maiden Phone Number _____
 Present Address _____
 street city state zip
 Do you own a car? _____ Do you drive? _____ Do you have a valid Florida driver's license? _____

Have you previously applied to Duval County School Board? _____ When? _____ Have you previously been employed by Duval County School Board? _____ If yes, under
 what name and in what position were you employed? _____ Dates? _____
 Have you ever been dismissed or asked to resign any position? _____ If so, explain on separate sheet.
 Are you currently employed? _____ Where? _____
 Date available for employment _____

PERSONAL DATA:

Date of Birth _____ Age _____ Sex: Male _____ Female _____
 Place of Birth _____ U. S. Citizen? _____
 Race: White _____ Black _____ Other _____ Height _____ Weight _____
 Name, Address and Position of any relative presently employed by Duval County School Board _____

Do you have any physical defects? _____ If yes, describe? _____

Have you had a major illness in the past 5 years? _____ If yes, describe _____

Have you received compensation for injuries? _____ If yes, describe _____

Name and relationship of person to be notified in case of emergency _____

Address _____ Phone _____

Have you ever been arrested for any offense other than minor traffic violations? Yes _____ No _____ If yes, give date, place, charge and disposition _____

MILITARY RECORD:

Branch of military service _____ Date of Entry _____
 Date of Separation _____ Type of Separation _____
 Rank _____ Speciality _____

EDUCATION:

	Name of School	Address of School	Dates Attended
High School			
College of			
University			
Other Education			

PAST EMPLOYMENT:

Name of Company	Address	Kind of Work	Supervisor	Period of Employment	
				From	To

REFERENCES: (In naming references, include a supervisor or someone who is familiar with your work.)

Name	Present Address	Position of Reference When He/She Knew of Your Work

I certify that all information on this application is true and accurate and recognize it is subject to verification and that my employment and/or continuance thereof is contingent upon its accuracy.

SIGNATURE _____ 167

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IN COMPLIANCE WITH TITLE IV OF THE EDUCATIONAL AMENDMENTS OF 1972 AS AMENDED 1975, THE DUVAL COUNTY SCHOOL BOARD PROHIBITS DISCRIMINATION ON THE BASIS OF SEX IN EDUCATIONAL PROGRAMS, ACTIVITIES OR EMPLOYMENT OF PERSONNEL. AN AFFIRMATIVE ACTION -- EQUAL OPPORTUNITY EMPLOYER.

EMPLOYMENT APPLICATION

TITANIUM ENTERPRISES

All applicants will be given equal consideration regardless of Race, Sex, Age, Color, National Origin, Marital Status, Religion or Physical Disability. Any answers to questions on this form will not be used to discriminate against any applicant.

PLANT, OFFICE OR LABORATORY _____					DATE _____
NAME (Last, First, Middle) _____					WHEN COULD YOU START? _____
PRESENT ADDRESS STREET _____ CITY _____ STATE _____ ZIP CODE _____					TELEPHONE NUMBER _____
PERMANENT ADDRESS STREET _____ CITY _____ STATE _____ ZIP CODE _____					TELEPHONE NUMBER _____
NOTIFY IN EMERGENCY STREET _____ CITY _____ STATE _____ ZIP CODE _____					TELEPHONE NUMBER _____
TYPE OF POSITION APPLIED FOR: _____			WHAT MINIMUM SALARY WOULD YOU ACCEPT? _____		SOCIAL SECURITY NUMBER
REFERRED TO THIS COMPANY BY: _____			HAVE YOU BEEN EMPLOYED BY THIS COMPANY BEFORE? ☐ YES ☐ NO		IF YES, LOCATION _____
ARE YOU PRESENTLY EMPLOYED? ☐ YES ☐ NO			MAY WE CONTACT YOUR PRESENT EMPLOYER? ☐ YES ☐ NO		

WOULD YOU BE WILLING TO RELOCATE? ☐ YES ☐ NO	ANY RESTRICTIONS?	ANY PREFERENCE AS TO LOCALITY?
ANY RESTRICTIONS ON OVERNIGHT TRAVEL?	IN WHAT STATE DO YOU HAVE A DRIVER'S LICENSE?	LICENSE NO.
IF NON-CITIZEN, WHAT TYPE OF VISA DO YOU CURRENTLY HOLD?		
HAVE YOU EVER BEEN CONVICTED OF A CRIME OTHER THAN A MINOR TRAFFIC OFFENSE? ☐ NO ☐ YES If Yes, Explain _____		
ARE YOU AFFILIATED WITH ANY OTHER COMPANY THAT WOULD CONTINUE TO REQUIRE WORK OF YOU? ☐ NO ☐ YES If Yes, Explain _____		
ARE YOU ENGAGED IN ANY PERSONAL BUSINESS OR ENTERPRISE? ☐ NO ☐ YES If Yes, Explain _____		
IN WHAT BUSINESS, PROFESSIONAL OR SCIENTIFIC ASSOCIATIONS (excluding those which indicate race, religion, sex, age, color, national origin, marital status or physical disability) DO YOU HOLD MEMBERSHIP?		
WHAT PROFESSIONAL LICENSES DO YOU HOLD?		
HAVE YOU EVER SUPERVISED PEOPLE? ☐ NO ☐ YES HOW MANY? _____ WHERE? _____ HOW LONG? _____		

PLEASE NOTE - IMPORTANT - COMPLETE NEXT TWO LINES IF APPLICATION FOR SALES EMPLOYMENT

WHAT PRODUCTS OR SERVICES HAVE YOU SOLD?
HAS YOUR DRIVER'S LICENSE EVER BEEN SUSPENDED? ☐ NO ☐ YES If Yes, Why?

U. S. MILITARY HISTORY

BRANCH OF SERVICE	DATE ENTERED	DATE OF DISCHARGE
WHAT WAS THE NATURE OF YOUR PRINCIPAL SERVICE ASSIGNMENT?		WAS DISCHARGE OTHER THAN DISHONORABLE?

EMPLOYMENT HISTORY

IMPORTANT - LIST EVERY EMPLOYMENT WHETHER OR NOT IT SEEMS RELEVANT TO POSITION APPLIED FOR. IF LAPSES OCCURRED BETWEEN PERIODS OF EMPLOYMENT, GIVE DATES OF, AND REASON FOR UNEMPLOYMENT.

PRESENT OR LAST EMPLOYER					
NAME OF EMPLOYER		ADDRESS OF EMPLOYER		DATE EMPLOYED FROM _____ TO _____ MO. DAY YR. MO. DAY YR.	
TELEPHONE OF EMPLOYER	SUPERVISOR'S NAME & TITLE	DEPARTMENT	RATE OF PAY Start _____ Finish _____		
POSITION OR TITLE		REASON FOR LEAVING			
DESCRIPTION OF DUTIES:					

EMPLOYMENT HISTORY (continued)

NEXT PREVIOUS EMPLOYER

NAME OF EMPLOYER		ADDRESS OF EMPLOYER		DATE EMPLOYED FROM MO. DAY YR. TO MO. DAY YR.	
TELEPHONE OF EMPLOYER	SUPERVISOR'S NAME & TITLE		DEPARTMENT	RATE OF PAY Start Finish	
POSITION OR TITLE			REASON FOR LEAVING		
DESCRIPTION OF DUTIES					

NEXT PREVIOUS EMPLOYER

NAME OF EMPLOYER		ADDRESS OF EMPLOYER		DATE EMPLOYED FROM MO. DAY YR. TO MO. DAY YR.	
TELEPHONE OF EMPLOYER	SUPERVISOR'S NAME & TITLE		DEPARTMENT	RATE OF PAY Start Finish	
POSITION OR TITLE			REASON FOR LEAVING		
DESCRIPTION OF DUTIES					

EDUCATION HISTORY

TYPE OF SCHOOL	DATE		NAME AND ADDRESS	MAJOR COURSE	GRADUATE		ACADEMIC AVERAGE	DEGREE
	FROM Mo./Yr.	TO Mo./Yr.			Yes (✓)	No (X)		
1. Grade School								
2. High School								
3. College								
4. Post-Grad								
5. Business or Trade								
6. Other								
UNDERGRAD. CLASS RANK (Example: 10th in 100)				% COLLEGE EXPENSES EARNED				
WHAT OFFICE MACHINES CAN YOU USE?				TYPING SPEED		SHORTHAND SPEED		
WHAT FOREIGN LANGUAGES DO YOU SPEAK, READ OR WRITE								

FOR THOSE WHO HAVE ATTENDED COLLEGE

HONORS AND PROFESSIONAL MEMBERSHIPS
LIST NAMES OF PRINCIPAL COLLEGE INSTRUCTORS. (If attended within the last 5 years)
PUBLICATIONS
SUBJECT OF THESIS

**LIST BELOW THREE REFERENCES, NOT PREVIOUSLY MENTIONED
AND NOT RELATED TO YOU, WHO HAVE KNOWN YOU FOR AT LEAST THREE YEARS**

NAME	ADDRESS, STREET, CITY, ZIP & STATE	NATURE OF BUSINESS	TELEPHONE NO.

I HEREBY AFFIRM that my answers to the foregoing questions are true and correct, and I understand that misrepresentation or omission of facts called for in this application or other company records, may be cause for immediate dismissal without notice if subsequently employed. I authorize inquiry with regard to my character, ability and habits of any and all persons and agree to hold such persons harmless with respect to any information they may give.

I AM AWARE that the Company generally requires that an employment agreement be signed at the time of employment that contains clauses requiring (A) non-disclosure and non-use of confidential information both during employment and thereafter, and (B) for not more than one year after termination of employment, restrictions on employment by others involving similar products or processes worked on for the Company within two years of termination of employment, and (C) appropriate notice by either party in event of termination.

I further understand that all new employees will be subject to a medical examination as a condition of employment. These examinations are to be made by a physician designated by the Company.

When employed, the following must be furnished:

Social Security Card
Birth Certificate or Other Proof of Age and Citizenship
Military Discharge, If a Veteran
If Non-Citizen, Visa

SIGNATURE OF APPLICANT

DATE

APPLICANT NOT TO USE SPACE BELOW

INTERVIEWED BY	DATE	DEPT.	GENERAL IMPRESSION

PERSONNEL WILL COMPLETE AFTER ACCEPTANCE OF EMPLOYMENT

TO REPORT TO	DIVISION & DEPARTMENT	DATE OF BIRTH	STARTING DATE
EXEMPTION STATUS	ADDITION OR REPLACEMENT	EMPLOYED AS (CLASSIFICATION)	
LEVEL AND RATE RANGE	RATE OF PAY	CITIZENSHIP	MILITARY STATUS
			APPROVED BY MEDICAL DEPT.

PCA REMARKS:

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EQUAL OPPORTUNITY EMPLOYER

CITY OF JACKSONVILLE, FLORIDA PERSONNEL DIVISION EMPLOYMENT APPLICATION		NAME OF CLASS		RESULT	DATE
INSTRUCTIONS: Print in ink or type the answers in all questions. Advise this office if you change your address or telephone number.		REFERENCE CHECK LETTERS SENT			
		NOTING OF TEST RESULT			
THE SPACE ABOVE FOR INTERVIEWER ONLY					
4. Position or type of work for which application is made:		5. Have you ever worked for the City of Jacksonville or Duval County? YES ☐ NO ☐			
		6. If so, give last year of employment:			
6. Do you now have any illness, injury or disability, or are you under medical care? YES ☐ NO ☐		7. Have you ever had an illness, injury or disability that may recur? YES ☐ NO ☐			
8. Date of birth:					
If answer to questions 6 or 7 is yes, please explain:					
9. Have you ever in the U.S. Military Service? YES ☐ NO ☐		10. Are you the wife or widow of a disabled veteran? YES ☐ NO ☐			
11. Do you receive, or have you ever received any service connected disability? YES ☐ NO ☐		12. If so, explain reason:			
13. Amount or percentage of disability:		14. Are you receiving disability at present?			
15. EDUCATION: Circle Highest Grade Completed: College or Graduate School Elementary or High School: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20					
NAME AND LOCATION OF SCHOOL		DATES ATTENDED		YEARS COMPL.	DEGREES COMPLETED
		FROM	TO	TITLE	DATE
High School					
College or University					
Was GED Certificate obtained? YES ☐ NO ☐					
Graduate School, Trade, or Other					
Undergraduate Major Subjects		Semester Hours	Major Subjects (Graduate)		Semester Hours
16. Special qualifications and skills (Licenses, skills with machines, membership in professional or scientific societies, typing or shorthand speed, etc.):					

EQUAL OPPORTUNITY EMPLOYER

12. EXPERIENCE — Start with your present or last job and work back, include paid, full or part-time, military, summer jobs, etc.
 Is it OK if we check with your present supervisor? YES ☐ NO ☐
 Note: We may contact any previous supervisor to verify your descriptions of past duties.

My Day Year

Starting date	Ending date	Name and address of Present or Last Employer	
---------------	-------------	--	--

Starting salary	Ending salary	Hours Per Week	Name, title, and phone number of Supervisor or your immediate supervisor
-----------------	---------------	----------------	--

Reasons for leaving

Title, Description of duties and responsibilities

My Day Year

Starting date	Ending date	Name and address of most previous employer	
---------------	-------------	--	--

Starting salary	Ending salary	Hours Per Week	Name, title, and phone number of Supervisor or your immediate supervisor
-----------------	---------------	----------------	--

Reasons for leaving

Title, Description of duties and responsibilities

My Day Year

Starting date	Ending date	Name and address of most previous employer	
---------------	-------------	--	--

Starting salary	Ending salary	Hours Per Week	Name, title, and phone number of Supervisor or your immediate supervisor
-----------------	---------------	----------------	--

Reasons for leaving

Title, Description of duties and responsibilities

13. Failure to list all material facts in filling out application, failure to meet minimum requirements and other reasons listed in Civil Service Rules will be grounds for rejection of application or dismissal from city employment.

14. Applicants must be fingerprinted before employment.

15. CERTIFICATION: I certify that all of the statements made in this statement are true, complete, and correct, to the best of my knowledge and belief and are made in good faith.

Signature of applicant _____ Date _____

DO NOT WRITE BELOW THIS LINE

PROOF REQUIRED TO ACCOMPANY MASTER APPLICATION

Specify Type of Document AGE:	Verified By:
Specify Type of Document EDUCATION:	Verified By:
Specify Type of Document OTHER:	Verified By:

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EQUAL OPPORTUNITY EMPLOYER

b. CONSUMER ECONOMICS

(1) Enabling Objective: To understand and to be able to figure sales taxes. (See Chapter VIII, C, Consumer Economics, Lesson Plan #3.)

Test:

1. What is a "sales tax"?
2. What is the purpose of sales taxes?
3. On what kinds of things is there a sales tax in Florida?
4. What is the amount of sales tax in Florida?
5. Who pays sales taxes?
6. Is the amount of the tax the same for everyone?
7. Figure the sales tax on each of these items purchased in Florida:
 - a. a watch at \$25. _____
 - b. a dress and coat whose combined cost is \$32. _____
 - c. a used car priced at \$1399. _____
8. Figure the total cost (price + sales tax) of each of the items in question no. 7:
 - a. _____
 - b. _____
 - c. _____

(2) Enabling Objective: To understand the Federal Income Tax and to be able to fill out an appropriate Income Tax Return Form. (Chapter VIII, C, Consumer Economics, Lesson Plan #3.)

Test:

1. What is an Income Tax?
2. How important is it?
3. Who must pay it?
4. Does everyone pay the same amount?
5. Why do people have to fill out and "file" income-tax forms (W-2 forms) on their jobs?
6. Why do people have to fill out Income Tax Returns?
7. What two main types of Income-Tax-Return forms are there?
8. How do they differ?
9. How often must people file an Income Tax Return?
10. By what date must the Income Tax Return be turned in or mailed?
11. To what office must the Income Tax Returns be sent?
- *12. Fill out as completely as possible the Income Tax Return which is appropriate for you. (Two types of forms are provided here.)

Use 1040 label. Otherwise, print or type.

First name and initial (if joint return, give first names and initials of both) _____ Last name _____ Your social security number _____

Present home address (Number and street, including apartment number, or rural route) _____ For Privacy Act Notice, see page 9 of instructions. Spouse's social security no. _____

City, state or post office, State and ZIP code _____

Occupation: Yours _____ Spouse's _____

Presidential Election Campaign Fund Do you want \$1 to go to this fund? Yes ☒ No ☐
 If joint return, does your spouse want \$1 to go to this fund? Yes ☒ No ☐ **Note:** Checking "Yes" will not increase your tax or reduce your refund.

Filing Status

1 ☐ Single 2 ☐ Married filing joint return (even if only one had income)
 Check Only 3 ☐ Married filing separately. If spouse is also filing, give spouse's social security number in the space above
 One Box 4 ☐ and enter full name here _____
 5 ☐ Unmarried Head of Household. Enter qualifying name _____ See page 6 of instructions.

Exemptions

Always check the "Yourself" box. Check other boxes if they apply.

5a ☐ Yourself ☐ 65 or over ☐ Blind Enter number of boxes checked on 5a and b ☐
 b ☐ Spouse ☐ 65 or over ☐ Blind
 c First names of your dependent children who lived with you _____ Enter number of children listed ☐
 d Other dependents: (1) Name (2) Relationship (3) Number of months lived in your home. (4) Did dependent have income of \$750 or more? (5) Did you provide more than one-half of dependent's support?
 Enter number of other dependents ☐
 Add numbers entered in boxes above ☐
 6 Total number of exemptions claimed _____

7 Wages, salaries, tips, and other employee compensation. (Attach Forms W-2. If unavailable, see page 11 of instructions) 7

8 Interest income (see page 4 of instructions) 8

9a Dividends **9b** Less exclusion **Balance** 9c
 (See pages 4 and 11 of instructions)

10 Adjusted gross income (add lines 7, 8, and 9c). If under \$8,000, see page 2 of instructions on "Earned Income Credit." If eligible, enter child's name _____ 10

11a Credit for contributions to candidates for public office. Enter one-half of amount paid but do not enter more than \$25 (\$50 if joint return) 11a

IF YOU WANT IRS TO FIGURE YOUR TAX, PLEASE STOP HERE AND SIGN BELOW.

b Total Federal income tax withheld (If line 7 is larger than \$16,500, see page 12 of instructions) 11b

c Earned income credit (from page 2 of instructions) 11c

12 Total (add lines 11a, b, and c) 12

13 Tax on the amount on line 10. (See instructions for line 13 on page 12, then find your tax in Tax Tables on pages 14-25.) 13

14 If line 12 is larger than line 13, enter amount to be REFUNDED TO YOU 14

15 If line 13 is larger than line 12, enter BALANCE DUE. Attach check or money order for full amount payable to "Internal Revenue Service." Write social security number on check or money order 15

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Please Sign

Your signature _____ Date _____

Spouse's signature (if filing jointly, BOTH must sign even if only one had income) _____

Paid preparer's signature and identifying number (see instructions) _____

Paid preparer's address (or employer's name, address, and identifying number) _____

Form **1040** U.S. Individual Income Tax Return **1977**

Department of the Treasury—Internal Revenue Service

For the year January 1–December 31, 1977, or other taxable year beginning

1977 ending

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Use IRS label. Otherwise, print or type.	First name and initial (if joint return, give first names and initials of both)	Last name	Your social security number
	Present home address (Number and street, including apartment number, or rural route)		Spouse's social security
	City, town or post office, State and ZIP code		For Privacy Act Notice, see page 3 of instructions.
	Account payers		Yours Spouse's

Presidential Election Campaign Fund

Do you want \$1 to go to this fund? ☒ Yes ☐ No

If joint return, does your spouse want \$1 to go to this fund? ☒ Yes ☐ No

Note: Checking "Yes" will not increase your tax or reduce your refund.

Filing Status

Check Only One Box

1 ☐ Single

2 ☐ Married filing joint return (even if only one had income)

3 ☐ Married filing separately. If spouse is also filing, give spouse's social security number in the space above and enter full name here

4 ☐ Unmarried Head of Household. Enter qualifying name

5 ☐ Qualifying widow(er) with dependent child (Year spouse died 19). See page 7 of instructions.

Exemptions

Always check the "Yourself" box. Check other boxes if they apply.

6a ☐ Yourself ☐ 65 or over ☐ Blind

b ☐ Spouse ☐ 65 or over ☐ Blind

c First names of your dependent children who lived with you

d Other dependents:

(1) Name	(2) Relationship	(3) Number of months lived in your home	(4) Did dependent have income of \$750 or more?	(5) Did you provide more than one-half of dependent's support?

7 Total number of exemptions claimed

Income

8 Wages, salaries, tips, and other employee compensation. (Attach Form W-2, if unavailable, see page 8 of instructions.)

9 Interest income. (If over \$400, attach Schedule B.)

10a Dividends (If over \$400, attach Schedule B)

10b less exclusion

10c Balance

(If you have no other income, skip lines 11 through 20 and go to line 21.)

11 State and local income tax refunds (does not apply if refund is for year you took standard deduction)

12 Alimony received

13 Business income or (loss) (attach Schedule C)

14 Capital gain or (loss) (attach Schedule D)

15 50% of capital gain distributions not reported on Schedule D

16 Net gain or (loss) from Supplemental Schedule of Gains and Losses (attach Form 4797)

17 Fully taxable pensions and annuities not reported on Schedule E

18 Pensions, annuities, rents, royalties, partnerships, estates or trusts, etc. (attach Schedule E)

19 Farm income or (loss) (attach Schedule F)

20 Other (state nature and source—see page 9 of instructions)

21 Total income. Add lines 8, 9, and 10c through 20

Adjustments to Income: (If none, skip lines 22 through 27 and enter zero on line 28.)

22 Moving expense (attach Form 3903)

23 Employee business expenses (attach Form 2106)

24 Payments to an individual retirement arrangement (from attached Form 5329, Part III)

25 Payments to a Keogh (H.R. 10) retirement plan

26 Forfeited interest penalty for premature withdrawal

27 Alimony paid (see page 11 of instructions)

28 Total adjustments. Add lines 22 through 27

29 Subtract line 28 from line 21

30 Disability income exclusion (sick pay) (attach Form 2440)

31 Adjusted gross income. Subtract line 30 from line 29. Enter here and on line 32. If you want IRS to figure your tax for you, see page 4 of the instructions

Tax Computation	32 Amount from line 31	32	
	33 If you itemize deductions, enter excess itemized deductions from Schedule A, line 41 If you do NOT itemize deductions, enter zero. Caution: If you have unearned income and can be claimed as a dependent on your parent's return, check here ☐ and see page 11 of the Instructions. Also see page 11 of the Instructions if: ● You are married filing a separate return and your spouse itemizes deductions, OR ● You file Form 4563, OR ● You are a dual-status alien.	33	
	34 Tax Table Income. Subtract line 33 from line 32 Notes: See Instructions for line 35 on page 11. Then find your tax on the amount on line 34 in the Tax Tables. Enter the tax on line 35. However, if line 34 is more than \$20,000 (\$40,000 if you checked box 2 or 5) or you have more exemptions than those covered in the Tax Tables for your filing status, use Part I of Schedule TC (Form 1040) to figure your tax. You must also use Schedule TC if you file Schedule G (Form 1040), Income Averaging.	34	
	35 Tax. Check if from ☐ Tax Tables or ☐ Schedule TC	35	
Other Taxes	36 Additional taxes. (See page 12 of Instructions.) Check if from ☐ Form 4970, ☐ Form 4972, ☐ Form 5544, ☐ Form 5405, or ☐ Section 72(m)(5) penalty tax	36	
	37 Total. Add lines 35 and 36	37	
	38 Credit for contributions to candidates for public office	38	
	39 Credit for the elderly (attach Schedules R&RP)	39	
Credits	40 Credit for child and dependent care expenses (attach Form 2441)	40	
	41 Investment credit (attach Form 3468)	41	
	42 Foreign tax credit (attach Form 1116)	42	
	43 Work incentive (WIN) Credit (attach Form 4874)	43	
Other Taxes	44 New jobs credit (attach Form 5884)	44	
	45 See page 12 of Instructions	45	
	46 Total credits. Add lines 38 through 45	46	
	47 Balance. Subtract line 46 from line 37 and enter difference (but not less than zero)	47	
Other Taxes	48 Self-employment tax (attach Schedule SE)	48	
	49 Minimum tax. Check here ☐ and attach Form 4625	49	
	50 Tax from recomputing prior-year investment credit (attach Form 4255)	50	
	51 Social security tax on tip income not reported to employer (attach Form 4137)	51	
Other Taxes	52 Uncollected employee social security tax on tips (from Form W-2)	52	
	53 Tax on an individual retirement arrangement (attach Form 5329)	53	
	54 Total tax. Add lines 47 through 53	54	
	55 Total Federal income tax withheld (attach Forms W-2, W-2G, and W-2P to front)	55	
Other Taxes	56 1977 estimated tax payments (Include amount allowed as credit from 1976 return)	56	
	57 Earned income credit. If line 31 is under \$8,000, see page 2 of Instructions. If eligible, enter child's name	57	
	58 Amount paid with Form 4868	58	
	59 Excess FICA and RRTA tax withheld (two or more employers)	59	
Other Taxes	60 Credit for Federal tax on special fuels, etc. (attach Form 4136)	60	
	61 Credit from a Regulated Investment Company (attach Form 2439)	61	
	61a See page 13 of Instructions	61a	
	62 Total. Add lines 55 through 61a	62	
Refund or Due	63 If line 62 is larger than line 54, enter amount OVERPAID	63	
	64 Amount of line 63 to be REFUNDED TO YOU	64	
	65 Amount of line 63 to be credited on 1978 estimated tax	65	
	66 If line 54 is larger than line 62, enter BALANCE DUE. Attach check or money order for full amount payable to "Internal Revenue Service." Write social security number on check or money order. (Check ☐ if Form 2210 (2210F) is attached. See page 14 of Instructions.)	66	
Please Sign Here	Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.		
	Your signature _____ Date _____		
	Spouse's signature (if filing jointly, BOTH must sign even if only one had income) _____		
	Paid preparer's signature and identifying number (see instructions) _____ Paid preparer's address (or employer's name, address, and identifying number) _____		

c. HEALTH AND SAFETY

Enabling Objective: To be able to follow directions given by a doctor.

(See Chapter VIII, C, Health and Safety, Lesson Plan #2.)

Test: For each of the three sets of information and instruction (given below), answer the following questions:

1. What is the name of the medicine?
2. What condition, or symptoms, is it for?
3. What results can you expect from this medicine?
4. In what form is it? (pills, capsules, liquid?)
5. How, in what quantity, and where should it be taken?
6. How long should you continue to take it?
7. If there is little or no relief from your symptoms, how long should you wait before reporting to your doctor?
8. Is the medicine likely to have any side effects? If so, what?
9. Are you to take any precautions while on the medication? avoid any foods? avoid any other medicine? avoid driving?
10. Is the medicine unsafe for certain people? for whom?
11. Can the prescription be refilled?

d. GOVERNMENT AND LAW

Enabling Objective: To learn to request assistance in voting. (See Chapter VIII, C, Government and Law, Lesson Plan #3.)

Test:

- (1) Study the following Florida Statute about Assistance in Voting. Then answer the questions that follow it:

ASSISTANCE IN VOTING

Sections 97.061 & 101.051, Florida Statutes.

Any voter who needs assistance in voting may have this fact recorded on his registration record or may fill out a form at the poll attesting to this fact. He is then eligible to have the assistance of two inspectors or some person of his own choice who has not previously assisted more than one other person during the election.

- (a) What persons may request help in voting?
 - (b) How (2 ways) does a person state his need for assistance in voting?
 - (c) What kind of help in voting can a person get?
- (2) Fill out the following form requesting Assistance in Voting.

FLORIDA

REQUEST FOR ASSISTANCE IN VOTING

_____ ELECTION

_____ 19 _____

STATE OF FLORIDA

COUNTY OF _____

PRECINCT _____, BOX _____

I, _____

A DULY QUALIFIED ELECTOR UNDER THE CONSTITUTION AND LAWS OF THE STATE OF FLORIDA: HEREBY SWEAR (OR AFFIRM) THAT I CAN NOT CAST MY VOTE WITHOUT ASSISTANCE. MY REASON FOR REQUIRING ASSISTANCE IS: (CHECK REASON)

- _____ 1. I CANNOT READ THE NAMES ON THE VOTING MACHINE.
- _____ 2. I AM UNABLE TO SEE THE MACHINE.
- _____ 3. I CANNOT ENTER THE BOOTH WITHOUT ASSISTANCE.
- _____ 4. I AM UNABLE TO PREPARE THE MACHINE FOR VOTING.

(ON THE FOLLOWING LINE OR LINES, STATE THE SPECIFIC PHYSICAL DISABILITY WHICH REQUIRES VOTER TO RECEIVE ASSISTANCE.)

(SIGNATURE OR MARK OF VOTER)

SUBSCRIBED AND SWORN TO BEFORE ME THIS _____ DAY OF _____,

19 _____.

INSPECTOR

e. COMMUNITY RESOURCES

Enabling Objective: To use the bus system in the Jacksonville area for the student's own purposes. (See Chapter VIII, C, Community Resources, Lesson Plan #3.)

Note: The teacher will endeavor to test and instruct with specific information applicable to the student's own transportation problems.

Test: Study the schedule and the map that provide information about public buses (here, the Shuttle Service) in the Jacksonville area. Then answer:

1. What is a "shuttle"?
2. What is the fare for the shuttle?
3. What are the names of the three shuttles?
4. Which shuttle will you take to Baptist Hospital?
5. Which shuttle will you take to St. Vincent's Hospital?
6. Does a shuttle go by Florida Junior College?
7. Which shuttle comes closest to Florida Junior College?
8. Name three department stores that all three shuttles stop at or near.
9. What days do the shuttles run?
10. How often do they run?

11. What hours can you catch a shuttle?
12. What buses (name and number) do you and your family most often need?
13. Where is the nearest bus-stop to your house?
14. Which is the best bus to take to and from your work? to and from a good grocery store? to and from a shopping mall? to and from downtown Jacksonville? to and from church?
15. If you live in the North Shore area, plan a trip from your house to the parts of downtown Jacksonville that are important to you; and plan the trip home again. The whole trip should be completed within 4 hours. Exactly where and when will you take the bus to town? from town? (Trace the bus-route on the map that accompanies the schedule.)
16. What is a transfer-ticket? How is it to be used?
17. Does a transfer-ticket cost extra money?
18. Do you ever need a transfer?
19. If you need a transfer, when and how do you get it?

WEEKDAY SERVICE EVERY 10 MINUTES

(RIVERSIDE SHUTTLE SERVICE EVERY 13 MINUTES)

7 A.M. - 6 P.M.

10¢ FARE

All 3 Shuttle Routes Stop At Or Near:

Hemming Park
Robert Meyer Hotel
May Cohen's
J. C. Penney

Ivey's
Woolworth's
Barnett Bank
Independent Square

The Liberty St. Shuttle Also Conveniently Stops Near:

American Heritage Life
Library
City Hall
Courthouse
Police Adm. Bldg.
Maxwell House Coffee
Jacksonville Shipyards

FJC - Downtown Campus
Cathedral Rehabilitation
Cathedral Towers
HUD Centennial Towers
Senior Citizen Center
JEA Building
Southern Bell

The Southside Shuttle Also Conveniently Stops Near:

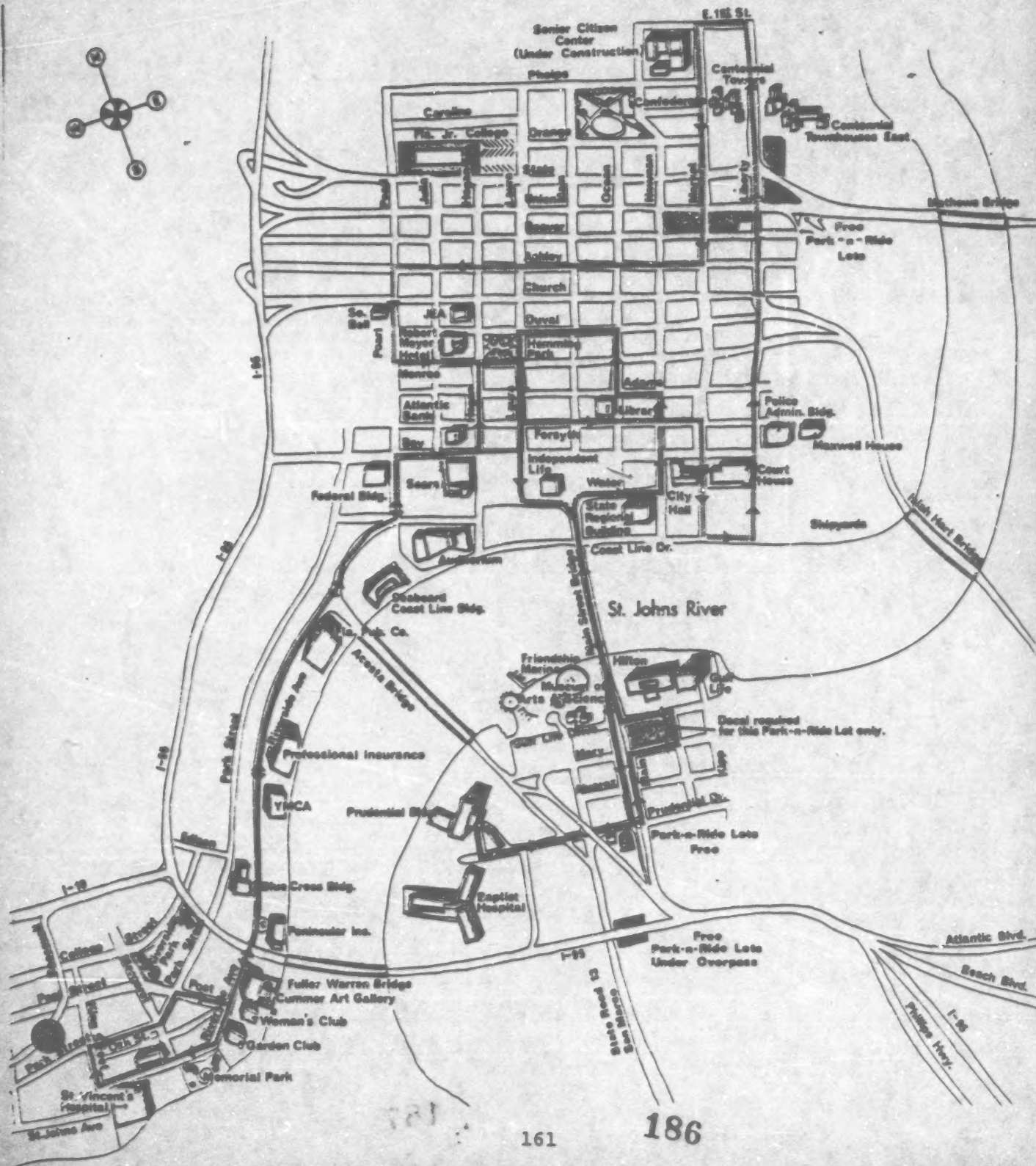
Independent Square
Museum of Arts
and Sciences
Friendship Marina
Prudential
Baptist Hospital
IBM

Gulf Life
Sun Bank
Hilton Hotel
City Hall
Courthouse
Police Adm. Bldg.
Library

The Riverside Shuttle Also Conveniently Stops Near:

Duval Federal Savings & Loan	Cummer Art Gallery
Atlantic Bank	Garden Club
Sears	Memorial Park
Federal Bldg.	Riverside Hospital
Seaboard Coast Line Bldg.	Presbyterian House
Florida Publishing Co.	Presbyterian Apartments
Professional Insurance Bldg.	Riverside-Avondale
YMCA	Preservation
Blue Cross/Blue Shield	St. Vincent's Medical
PenInsular Bldg.	Center

~~CONFIDENTIAL~~



IX. USEFUL PROFESSIONAL INFORMATION

A. Local Resources (Agencies and Publications) in APL Life Areas.

1. OCCUPATIONAL KNOWLEDGE

Florida State Employment Service

Completing Job Applications
Fact Sheet for Job Interviews
Getting Educational Credit
A Job Finder's Guide
Job Finding Tips for the Handicapped
Job Finding Tips for Youth
Looking for a Job
Looks Aren't Everything But They Help
Memo To Mature Workers
Preparing for Civil Service Tests
Preparing for Job Interviews
Preparing Resumes

National Health Council, Inc.

200 Ways to Put Your Talent to Work in the Health Field

Prudential Insurance Company of America

Facing Facts About Vocational Education for Your Career

United States Civil Service Commission

Employment of the Blind in Federal Service
Employment of the Deaf in Federal Service
Employment of the Handicapped in Federal Service
Employment of the Mentally Retarded in Federal Service
Employment of the Rehabilitated Offender in Federal Service
Working for the U.S.A.

United States Department of Labor (OCHA)

Careers in Safety and Health: The Industrial Hygienist
Careers in Safety and Health: The Occupational Nurse
Equal Pay

2. CONSUMER EDUCATION

City of Jacksonville

Agriculture and Home Economics
Community Relations Commission
City Council
Health Services
Housing Code Guide
How to Obtain a Building Permit
Human Resources
Information Handbook for Citizens 55 and Over
Resource Management System
Speakers Bureau
You Can Be Heard
Your "Where-to-Call" Guide
Visitor's Map and Guide
Zoning Facts

Central and Southern Florida Flood Control District

Hurricane Guide

Energy Research and Development Administration

Solar Energy

Federal Energy Administration

Tips for Energy Savers

Florida Cooperative Extension Service

Be a Good Shopper
Consumer Credit and the Law
Don't Be Cheated
Do You Know These Consumer Terms
How Do You Rate - Credit Wise
Parents, Children and Money
Selecting Refrigeration Equipment
Shopping to Get the Most for Your Money
Some Pointers About Estate Planning
Stretching Your Dollar
Types of Credit
What is Quackery

Florida Cooperative Extension Service (Cont'd.)

You Can Bank On It
Your Life Insurance Program
Your Money or Your Life
Your Responsibilities as a Consumer

Mayor's Energy Office (City of Jacksonville)

Energy Crisis: How You Can Help Prevent a Shortage
How Much Electrical Energy Your Appliances Use
How to Save on Your Electrical Bill
It's Your Water. How Your Water Works
Pollution Is a Dirty Word
Using Energy Wisely
Water Conservation At Home

Office of Consumer Affairs

11 Ways to Reduce Energy Consumption and Increase Comfort
in Household Cooling

J. C. Penney

Educational Materials Spring/Summer 1977

Prudential Insurance Company of America

About Life Insurance
Household Contents Checklist
Plain Talk on the Social Security Law with Medicare

Southern Bell

Films, Talks and Teaching Aids

U. S. Department of Labor (OSHA)

Beware of Machine Hazards
Safe and Healthful Workplace
Safety with Rotary Mowers
Using Hand Signals for Safety
Working Safely with Poultry

3. HEALTH AND SAFETY

American Cancer Society

Answers About Cancer
Answering Your Questions About Cancer
Are We Getting Anywhere Against Cancer?
Being a Woman Means Taking Care of Yourself
Cancer in Children
Cancer Facts for Men
Cancer of the Lung
Cancer of the Mouth
Cancer of the Skin
Cancer of the Stomach
Concerned About Cancer
Cigarette Smoking
Cigarette Smoking and Lung Cancer
Danger-Tips on How to Give Up Smoking
The Decision is Yours
Grief, A Part of Living
Hodgkins' Disease
How to Examine Your Breasts
If You Want to Give Up Cigarettes
Leukemia: We're Closer to a Cure
The Leukemic Child
Listen to Your Body: 7 Warning Signals
Safe Guards Against Cancer
Sense in the Sun
Teaching About Cancer
Types of Cancer
Tar and Nicotine Content of Cigarettes
When a Woman Smokes
Word of Mouth: Oral Cancer
Why Learn About Cancer

American Dental Association

Fluoridation Facts

American Heart Association

After a Coronary
Aphasia and the Family
Eat Well but Eat Wisely
Facts About Congestive Heart Failure
Healthy Eating for Teenagers
The Heart and Blood Vessels
Heart Quiz
High Blood Pressure
How to Stop Smoking
Protect Your Child's Heart
Recipes for Fat Controlled Low Cholesterol Meals
Smoking and Heart Disease
The Way to a Man's Heart
What to Tell Your Parents About Smoking
Why Risk Heart Attack

American Social Health Association

The Glue Sniffing Problem

Blue Cross and Blue Shield

The Alcoholic American
The Chemical Cop-Out
Drugs: Elements of Rebellion

City of Jacksonville

A Fire Fighter: What Is He?
Cooking With Money
Health Services
Main Dishes to Save Time, Money and Energy

Connecticut Mutual Life Insurance Company

Growing Pains
Satisfaction Guaranteed

Florida Cooperative Extension Service

Food Labeling
Food Labels and the Laws
Nutrition Labeling
Stewing Hens - Economical and Good
Tips on Farm and Home Safety: Poisons
Universal Product Code

Florida Lung Association

Chronic Bronchitis
Emphysema

Human Relations Aids

Nervous Habits: What Causes Them in My Child?
Shyness: How Can My Child Be Helped?
Stuttering: How Can My Child Overcome It?

Jacksonville Blood Bank

Senior Citizens Blood Bank
When It Comes to Giving Blood - I'm An Absolute Chicken

Jacksonville Correctional Officer's Association

Alcohol, Dangerous Drugs, and VD: Pushers and Killers

Kiwanis International

Deciding About Drugs

Metropolitan Life

Alcoholism
Early Warnings of a Heart Attack
Exercise Guides for Men and Women
Facts You Should Know About VD
Four Steps to Weight Control
Home Nursing Handbook
Memo to Parents About Immunization
Panic/or Pain: A Medical Emergency Guide
Stress - and Your Heart
Watching Your Child's Health

Muscular Dystrophy Association

Patient and Community Services Program

National Foundation/March of Dimes

Genetic Counseling

Northeast Florida Branch Society for Prevention of Blindness

Crossed Eyes: A Needless Handicap
First Aid for Eye Emergencies
Glaucoma
Half of All Blindness is Needless
Helpful Hints

Prudential Insurance Company of America

Arthritis: Commonest of All Disorders
Cancer: Know the Signs and Heed Them
How to Extend Your Life Span

United States Department of Health, Education and Welfare

LSD: Some Questions and Answers
Marihuana: Some Questions and Answers
Narcotics: Some Questions and Answers
Nutrition Labels on Food
Prenatal Care
Read the Label, Set a Better Table
Thinking About Drinking
The Up and Down Drugs: Amphetamines and Barbiturates

U. S. Department of Labor (OSHA)

Abrasive Wheel Machinery
Beware of Machine Hazards
Cotton Harvesting Safety
Flammable and Combustible Liquids
Hand and Portable Powered Tools and Equipment
Machine Guarding
Mechanical Power-Transmission Apparatus
Medical Services and First Aid
Personal Protective Equipment
Rules for Flagmen
A Safe and Healthful Workplace
Safety with Front-End Loaders
Safety with Rotary Mowers

U. S. Department of Labor (OSHA) (Con't.)

*Using Hand Signals for Safety
Welding, Cutting, and Brazing
Working Safely with Poultry*

4. GOVERNMENT AND LAW

Chamber of Commerce of The United States

Jacksonville, Florida, Merges City and County Government

City of Jacksonville

Bold View: Special Issue: Human Resources
Bold View: Special Issue: Public Works
Consumer Protection Service
Victim Advocate Program
Your "Where-to-Call" Guide

Florida Cooperative Extension Service

Planning Your Will

League of Women Voters

Politics is Your Business

National Fire Protection Association

The Consolidation of the Jacksonville Fire Protection Division

Parker Company of Florida, Inc.

Jacksonville, Florida: Bold New City of the South

State of Florida

The Florida Senate: 1976-78
Welcome to Your House of Representatives: 1976-78

Trend, Inc.

Florida Trend, Jacksonville: An Alliance of Ambition and Power

5. COMMUNITY RESOURCES

The American Bicentennial Commission of Jacksonville, Florida

Bicentennial Map of Jacksonville, Florida
A Guide to Sites and Buildings of
Historical and Cultural Interest

Central Crisis Center of Jacksonville, Inc.

Directory of Community Services

City of Jacksonville (Department of Recreation and Public Affairs)

Escape to Leisure Through Jacksonville's Recreation Program
Getting There from Here: Mass Transportation
Information Handbook for Citizens 55 and over
Jacksonville: Consolidated Government Facts and Figures
Jacksonville: Visitor's Map and Guide
Surprising Jacksonville
Up the Not So Lazy River - Through Jacksonville
Welcome to Hanna Park
You Can Be Heard
Your "Where-to-Call" Guide

Jacksonville Transportation Authority

Bus Route Maps and Schedules

Reader's Digest

The Nation's Best Ambulance Service

U. S. Army Corps of Engineers

Intracoastal Waterway: Fernandina Beach to Miami
Lake Ocklawaha Recreation Map

B. Publishers of ABE Materials

Alabama State Department of Education, ABE Section,
111 Coliseum Boulevard, Montgomery, Ala. 36109.

Allied Education Council, P.O. Box 78, Galien, Mich.
49113.

American Cancer Society, 219 E. 42nd Street, New York,
N.Y. 10017.

American Heart Association, 44 E. 23rd Street, New York,
N.Y. 10018.

American Medical Association, 535 Dearborn Street, Chicago,
Ill. 60610.

American Society Health Association, 1740 Broadway, New York,
N.Y. 10019.

Arthritis Foundation, 1212 Avenue of Americas, New York,
N.Y. 10036.

Association Films, Inc., 600 Madison Avenue, New York,
N.Y. 10022.

Auburn University, Adult Literacy and Basic Education,
203 Petrie Hall, Auburn, Ala. 36830.

Barnell Loft, Ltd., 958 Church Street, Baldwin, N.Y.
11510.

Cambridge Book Company, 488 Madison Avenue, New York,
N.Y. 10022.

Changing Times Education Service, Professional Services
Department, 1729 H. Street, N.W., Washington, D.C.
20006.

Children's Bureau, U.S. Department of Health, Education and
Welfare, Washington, D.C. 20201.

Consumer Information Center, Public Documents and Distribution
Center, Pueblo, Colo. 81009.

Consumers Union, Educational Services Division, 256 Washington
Street, Mt. Vernon, N.Y. 10550.

Continental Press, Inc., Elizabethtown, Pa. 17022.

Credit Union National Association, Public Relations, P.O.
Box 431, Madison, Wisc. 53301.

Educational Diagnostic Services, Inc., P.O. Box 347,
Valparaiso, Ind. 46383.

Educational Projections Corporation, 527 South Commerce
Street, Jackson, Miss. 39205.

Era Project Cope, Providence Adult Education, 396 Smith
Street, Providence, R.I. 02908.

Eye Gate House, 146-01 Archer Avenue, Jamaica, N.Y. 11435.

Follett Publishing Company, 1010 Washington Blvd.,
Chicago, Ill. 60607.

Government Printing Office, 710 N. Capitol Street, Washington,
D.C. 20402.

Grolier Educational Corporation, 845 Third Avenue, New York
N.Y. 10022.

Harcourt-Brace, 757 3rd Avenue, New York, N.Y. 10017.

Household Finance Corporation Money Management Institute,
Prudential Plaza, Chicago, Ill. 60601.

Innovative Sciences, Inc., 300 Broad Street, Stamford,
Conn. 06901.

Institute of Food and Agricultural Services, University of
Florida, Gainesville, Fla. 32611.

Interpretive Education, 400 Bryant Street, Kalamazoo, Mich.
49001.

Jodor Publishing Company, 2110 "K" Street, Sacramento,
Calif. 95816.

Kiwanis International, 101 E. Erie Street, Chicago, Ill.
60611.

Lippincott, J. B., Company, Educational Publishing Division,
East Washington Square, Philadelphia, Pa. 19105.

Louisiana State Department of Education, Baton Rouge, La.

McCormick-Mathers Publishing Company, 7625 Empire Drive,
Florence, Ky. 41402.

McGraw-Hill & Webster Book Co., Depository Accounting,
Building 5-2, Princeton-Heightstown Road
Heightstown, N.J. 08522.

Metropolitan Life Insurance Co., Health & Welfare Division,
1 Madison Avenue, New York, N.Y. 10010.

National Consumer Finance Association, Education Services,
1000 16th Street, N.W., Washington, D.C. 20036.

National Education Association, 1201 Sixteenth Street, N.W.,
Washington, D.C. 20036.

National Foundation for Consumer Credit, Federal Bar
Building, 1819 "H" Street, Washington, D.C. 20036.

New Readers Press, Box 131, Syracuse, N.Y. 13210.

Noble and Noble, Inc., Office of Education and Public
Affairs, 888 Seventeenth Street, N.W., Washington, D.C.
20006.

Penny, J. C., Company, Inc., Educational Relations, 1301
Avenue of Americas, New York, N.Y. 10019.

Planned Parenthood-World Population, 810 Seventh Avenue,
New York, N.Y. 10019.

Prentice-Hall, Educational Book Division, Englewood Cliffs,
N.J. 07632.

Prudential Insurance Co., P.O. Box 2075, Houston, Tx. 77001.

Publications Division, Office of Information, U.S. Department
of Agriculture, Washington, D.C. 20250.

Public Health Services, Public Inquiries Branch, U.S.
Department of Health, Education and Welfare, Washington,
D.C. 20201.

Reader's Digest Services, Inc., Educational Division,
Pleasantville, N.Y. 10570.

Relevant Productions, Inc., 319 Gulf Blvd., P.O. Box 68,
Indian Rocks Beach, Fla. 33535.

Richards, Frank E., Company, Inc., 324 First Street, Liverpool,
N.Y. 13088.

Rhode Island State Department of Education, Providence,
R.I.

Science Research Associates, 259 E. Erie Street, Chicago,
Ill. 60611.

Shell Answer Books, P.O. Box 61609, Houston, Tx. 77208.

Steck-Vaughn Company, P.O. Box 2028, Austin, Tx. 78768.

Superintendent of Documents, Government Printing Office,
Washington, D.C. 20402.

University of Texas, Adult Performance Level Project,
Extension Building 202, Austin, Tx. 78768.

U.S. Department of Agriculture, Publications Division,
Office of Information, Washington, D.C. 20250.

C. APL-ABE BIBLIOGRAPHY

The ABC's in APL: An Annotated Bibliography of Materials Related to the Adult Performance Level General Knowledge Areas. (APL Project, compiled by Debbie Heckok and Elaine Shelton), Texas: University of Texas at Austin.

ABE Competency Instructional Guide (2 volumes). Alabama: Auburn University, Vocational and Adult Education Department; Alabama State Department of Education, ABE Division.

Adult Functional Competency: A Report to the Office of Education Dissemination Review Panel. Texas: University of Texas at Austin, August, 1967 (revised).

Adult Functional Competency: A Summary. Texas: The University of Texas at Austin, Division of Extension, March, 1975.

Adult Literacy and Basic Education. Alabama: Auburn University.

The Adult Performance Level Competency-Based High School Diploma Pilot Project. Texas: The University of Texas at Austin, August 1967 (revised).

Adult Performance Level Program. Iowa: American College Testing Program, Adult Performance Level Department.

Adult Performance Level Related Educational Products Developed by Section 309 Special Projects. Bureau of Occupational and Adult Education, October, 1975.

The Adult Performance Level/Scope and Sequence Charts. Texas: The University of Texas at Austin, Division of Extension, The Adult Performance Level Project, September, 1975 (revised, 1977).

Adult Performance Level: Using Credit Module. Texas: The University of Texas at Austin, Division of Extension, The APL Project, 1976.

Basner, Shari & Others. A Curriculum Guide for Adult Educators Based on the Adult Performance Level Study. Rhode Island: Rhode Island University, Curriculum Research and Development Center, 1976.

Be Informed Series. New York: New Readers Press.

Bell, T.H. Is Commitment Enough? (Speech prepared for Annual Conference of the Adult Education Assoc. of the U.S.A., Salt Lake City, Utah, October 31, 1975).

Block, A.L. Career Information: A Directory of Free Materials for Counselors and Teachers. Wisconsin: Sixtant Systems, Inc.

Camper, John. Lesson Plans and Resources for Teaching Functional Competencies (Volume II). California: Jodor Publishing Company.

Camper, John. Teaching Survival Skills in Adult Basic Education (Volume I). California: Jodor Publishing Company.

Career Education for Adults: Community Resources Module. Alabama: Alabama State Department of Education, Division of Adult Basic Education; Auburn University, Department of Vocational and Adult Education, 1975.

Career Education for Adults: Consumer Economics Module. Alabama: Alabama State Department of Education, Division of Adult Basic Education; Auburn University, Department of Vocational and Adult Education, 1975.

Career Education for Adults: Government and Law Module. Alabama: Alabama State Department of Education, Division of Adult Basic Education; Auburn University, Department of Vocational and Adult Education.

Career Education for Adults: Health Module. Alabama: Alabama State Department of Education, Division of Adult Basic Education; Auburn University, Department of Vocational and Adult Education.

Career Education for Adults: Occupational Information Module. Alabama: Alabama State Department of Education, Division of Adult Basic Education; Auburn University, Department of Vocational and Adult Education.

Catalog for the Eds Diagnostic Skill Level Inventory for English, Mathematics, Literature, Science, Social Studies. Indiana: Educational Diagnostic Services, Inc.

Catalog for the Eds Educational Facilitators Program for Occupational Knowledge, Consumer Economics, Government and Law, Community Resources, Health. Indiana: Educational Diagnostic Services, Inc.

Competencies for Adult Educators and an Assessment Inventory. Florida: A Consortium of Florida Adult Educators and Practitioners, in cooperation with Florida State Department of Education, June, 1976.

Competency-Based Adult Education Report. Washington, D.C.: U.S. Office of Education, Division of Adult Education, Department of Health, Education and Welfare, July, 1976.

Competency-Based Adult Education Research and Innovation Catalog. Washington, D.C.: Bureau of Occupational and Adult Education, Division of Adult Education, February, 1976.

Consumer Education Multimedia Packet and Health Nutrition Multimedia Packet. Washington, D.C.: National Education Association.

Consumer Education: Buying Right, Let the Buyer Beware, Managing the Family's Affairs, Finding Your Job, ABC's of Getting and Keeping a Job, Learning New International Road Signs, Now You Are a Voter, Your Rights and What They Really Mean. New York: Eye Gate House.

Consumer's World (Multimedia Lab) and The Working World (Multimedia Lab). Connecticut: Innovative Sciences, Inc.

Eds Educational Facilitators (1) Occupational Knowledge, (2) Consumer Economics, (3) Government, (4) Community Resources, (5) Health. Indiana: Educational Diagnostic Services, Inc.

ERA Project COPE: ABE/APL Materials. Rhode Island: Providence Adult Education.

Family Development Series (10 Lessons). Texas: Steck-Vaughn Company.

Functional Literacy for Adults: A Status Report of the Adult Performance Level Study. Northcutt, Norvell. May, 1974.

Foundation of Citizenship. New York: Frank E. Richards Publishing Company, Inc.

Free Film Catalog. New York: Association Films, Inc.

The Getting Along Series of Skills. New York: Frank E. Richards Publishing Company, Inc.

Gift: Good Ideas for Teaching Daily Adult Living. Alabama: Alabama State Department of Education, ABE Program, 1974.

Gift: Good Ideas for Teaching Reading. Alabama: Alabama State Department of Education, ABE Program, 1972.

Griffith, W.S. & Cercero, R.M. The Adult Performance Level Program: A Serious and Deliberate Examination. (An address presented at a session sponsored by the NAPACE Research/Information Committee at the NAPACE/AEA Convention, New York City, November 20, 1976.)

Hargrove, Y.B. Teaching Reading Using Adult Performance Level Modules. Alabama: Alabama State Department of Education, Division of Postsecondary and Continuing Education, Adult Basic Education Section, 1977.

Hensler, Vicki. A New Option in Adult Basic Education: The Adult Performance Level High School Diploma. 1976.

Iowa's Staff Development Teacher Training/Special Demonstration Projects. Iowa: Department of Public Instruction, Adult Education Section, 1977.

Learning Activity Package: Language Skills and Life-Coping Skills. Louisiana: State of Louisiana, Department of Education, 1977.

Learning Activity Package: Mathematics Skills and Life-Coping Skills. Louisiana: State of Louisiana, Department of Education, 1977.

Learning for Living Instructional Modules. Tennessee: Memphis State University, The Adult Education Center, 1977.

Life Situations: Unit I, Traveling Safety. Louisiana: Panoramic Teaching Aids, Inc.

Foundation of Citizenship. New York: Frank E. Richards Publishing Company, Inc.

Free Film Catalog. New York: Association Films, Inc.

The Getting Along Series of Skills. New York: Frank E. Richards Publishing Company, Inc.

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Learning Activity Package: Mathematics Skills and Life-Coping Skills. Louisiana: State of Louisiana, Department of Education, 1977.

Learning for Living Instructional Modules. Tennessee: Memphis State University, The Adult Education Center, 1977.

Life Situations: Unit I, Traveling Safety. Louisiana: Panoramic Teaching Aids, Inc.

Louisiana Adult Education Staff Development Project: Training Manual. Louisiana: University of Southwestern Louisiana, 1974 (revised).

Louisiana Adult Performance Level Curriculum Guide: Competency Education for Adults. Louisiana: Louisiana Tech University, College of Education; Louisiana State Department of Education, Bureau of Adult Education, 1976.

Mocker, D.W. & Spear, G.E. A Study to Determine Competencies Needed By ABE/APL Teachers. Missouri: Center for Resource Development in Adult Education, School of Education, University of Missouri-Kansas City, 1976.

Modern Consumer Education - Multimedia Program. New York: Grolier Educational Corporation.

Money Maker Sense, Level II. California: Fearon Publishers, Education Division.

Money Management Library. Illinois: Money Management Institute, Household Finance Corporation.

Mott Basic Language Skills Program. Allied Educational Council Distribution Center.

Nickse, Ruth S. A Report on Adult Learners: A Profile on Fifty Adult Learners with Their Reactions to an Adult Life Skills, Competency-based, Applied Performance Assessment System. New York: Regional Learning Service of Central New York, January, 1976.

Nickse, R. S. Development of a Performance Assessment System for the Central New York External High School Diploma Program, and Educational Alternative for Adults: A Process Report in Applied Performance Testing. New York: Regional Learning Service of Central New York, a Division of Syracuse University Corporation, April, 1975.

Nickse, R.S. The New York State External High School Diploma Program: A Report on Adult Learners. New York: Regional Learning Service of Central New York, a Division of Syracuse University Research Corporation, January, 1976.

Parker, J.T. Adult Performance Level Study. Washington, D.C.: Division of Adult Education, U.S. Office of Education, Department of Health, Education and Welfare, October, 1976. (A report of the Adult and Continuing Education Institute at Education Week, Chautauqua Institution, August 10-13, 1976.

The Pre-Vocational Orientation and Guidance Series.
Mississippi: Educational Projections Corporation.

Project Apple Core (Annual Report, July 1, 1975 to September 30, 1975. Louisiana: Louisiana State Department of Education; Washington, D.C.: Office of Education (DHEW).

Project Summary and Selected Curriculum Modules. California: California Adult Competency Education Project, San Francisco State University, School of Education.

Reading Achievement, Reading Competence, Reading Improvement, Reading Performance. New York: Cambridge Book Company.

Roth, E. APL: A Ferment in Education. American Education, 1976 (reprint).

Shell Answer Books: The Early Warning Book, The Breakdown Book, The Gasoline Mileage Book, The Car Buying and Selling Book, The 100,000 Mile Book, The Rush Hour Book, The Driving Emergency Book, The Car Repair Shopping Book, The Car Crime Prevention Book, The Car Fix-Up Book. Texas: Shell Answer Books.

Smith, J., & Walden, B.L. Learning Information for Effective Living Reading Modules Based on Adult Performance Level Studies: Consumer Economics - Community Resources. Alabama: Alabama State Department of Education, Adult Basic Education Section, Bulletin, 1976, No. 18, October, 1976.

Smith J., & Walden, B.L. Learning Information for Effective Living Reading Modules Based on Adult Performance Level Studies: Health - Occupational Knowledge - Government and Law. Alabama: Alabama State Department of Education, Adult Basic Education Section, Bulletin, 1976, No 18, October, 1976.

Turner Career Guidance Series. Illinois: Follett Publishing Company.

The Young American Series. California: Fearon Publishers, Inc.

Your Personal Business Series. California: Fearon Publishers, Inc.

D. Audio Visual Materials (available at the
Downtown Campus Library)

1. Instructional:

a. Separate units in the 5 APL Categories

(1) Occupational Knowledge

- (a) TP-1168 Employment Interviewing
- (b) MP-1087 Employment Interviewing
- (c) FS-1202 Job Adaptability
- (d) FS-1516 Job Application Sources
- (e) MP- 443 Job and Interviews
- (f) FS-1128 Occupations
- (g) TP-1202 Occupations

(2) Consumer Economics

- (a) FS-2381 Consumer Credit and Money
Management
- (b) FS-1345 Consumer Education
- (c) FS-1253 Consumer Education
- (d) FS- 448 Consumer Education

(3) Health

- (a) FS-1207 Health and a Better You
- (b) FS-2415 Health Heroes Series
- (c) FS-2416 Health Heroes Series
- (d) FS-2543 Health and Safety
- (e) TP-1117 Mental Illness -
Cure and Treatment
- (f) TP-1636 Mental Illness -
Cure and Treatment
- (g) TP-1636 Mental Illness - Diagnosis

(4) Government and Law

- (a) FS-1136 Government and our
Economic System
- (b) FS-1132 Government, Power and
Function
- (c) FS-2509 Government in Secrecy
- (d) FS-1145 Law and Order
- (e) MP-1179 Legislation

(5) Community Resources

- (a) VT- 63 Community Resources and
Supportive Services

b. Sets (in Several APL Areas)

1. Personal Reading Modules, Relevant Productions, Inc.

- (a) Buying a Used Car
- (b) Comparative Shopping
- (c) Consumerism
- (d) Financing a Car
- (e) How to Handle Money
- (f) Interest
- (g) Nutrition
- (h) What You Should Know About Insurance
- (i) You and the Law

2. Professional (Teachers' Training):
Basic Education: Teaching the Adult.
Maryland: Maryland State Department
of Education, (30-minute tapes)

- Orientation to ABE (Why adult basic education?)
- Characteristics of the ABE Learner
- Can Adults Learn?
- What is the Teacher/Student Role in ABE Learning?
- Learning Successes, Needs and Interests
- Human Relations and Interpersonal Communications
- Program Planning
- Climate for Learning
- Objectives and Goal Performance
- Listening and Speaking
- Diagnosing for Reading Placement
- Teaching Basic Reading: The Language Experience Approach
- Teaching Word Recognition
- Teaching Reading Comprehension
- Teaching Mathematics--Basic Level
- Teaching Mathematics Intermediate Level (tape not in stock)
- Teaching Writing
- Developing Occupational Concepts
- Methods and Techniques for Instruction
- Selection, Location, and Use of Instructional Materials
- Individualization of Instruction and Learning Centers
- Teaching Machines and Programmed Instructions

- Recruitment and Retention
- Analysis of Community Resources and Supportive Services
- Guiding the ABE Learner
- Evaluation and Measurement of Learning Process
- Assistance with Paraprofessionals and Volunteers
- Articulation to GED
- Learners with Problems in Specific Language Communication
- Overview

2. Just Around the Corner. New York: Cambridge Book Company. (Video-tapes)

- (a) Budgeting
- (b) Housing Needs
- (c) Moving In
- (d) Sales and Income Tax
- (e) Catalog Ordering
- (f) Selling Techniques
- (g) Insurance
- (h) Buying Appliances
- (i) Car Maintenance
- (j) Car Buying
- (k) Comparison Shopping
- (l) Loans and Credit
- (m & n) Changes in Budget